

A Z – T A S

Child Find:

School-Based Guidelines

May 2003

Arizona Department of Education

Exceptional Student Services

Superintendent Tom Horne

PREFACE

This document is intended to help early intervention service providers and special educators to understand and implement the comprehensive responsibilities and activities of the Child Find requirements set forth in the Individuals with Disabilities Education Act of 1997 (IDEA '97). This document is also designed to be used as a training tool for implementing the procedures outlined in the Child Find Intergovernmental Agreement (IGA) for Arizona (see Appendix 7). The following guidelines will address: 1) the mutual responsibilities of both Part C (the early intervention system) and Part B, (the special education system) in the State of Arizona; 2) public awareness; 3) referral; 4) screening; and 5) evaluation. Definition of terms are included in the IGA.



Child Find IGA Between DES/ AzEIP and ADE/ESS Sets Forth:

- Mutual responsibilities
- Public awareness
- Eligibility Criteria for Part C and Part B of IDEA '97
- Referrals of children birth to 5 year olds
- Screening of children birth to 5 year olds
- Assessment/evaluation for eligibility determination of children birth to 5 year olds

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1. WHAT IS CHILD FIND?

A. Intent of Child Find Requirement

- ☐ Identify,
- ☐ Locate, and
- ☐ Evaluate:

Birth to 3 with
developmental
delays

3 to 5 year olds
with
developmental
delays

5-21 with
disabilities

**Part C = Birth to
3**

Part B = 3 - 21

AzEIP =
Supports and
services from
**5 state
agencies:**

- ASDB
- ADHS

The intent of Child Find under both federal and state requirements is to ensure that all children ages birth – 21 with delays or disabilities are identified, located and evaluated in order to receive needed early intervention supports or special education services. Public agencies responsible for providing these supports and services are obligated to actively search to “find” children who may be eligible and conduct an eligibility determination process that includes screening and evaluation according to state established criteria. See Appendices 1-3 for Child Find requirements in the regulations of the Individuals with Disabilities Education Act (IDEA) of 1997 and Arizona Administrative Code, R7-2-401 C-D.

Early intervention supports and services assist families of eligible children aged birth to three to help their child develop to his or her full potential and, to the maximum extent possible, participate in the daily activities and routines of their families and communities with greater independence and competence.

Special education for preschool and school-aged children provides specialized instruction and supports and/or related services to assist children in reaching their developmental milestones and in participating in developmentally appropriate activities, including accessing the general curriculum and in benefiting from their educational environment.

B. Arizona’s Statewide System for Child Find

Arizona is a state that has two separate service delivery systems for providing supports and services under the Individuals with Disabilities Education Act (IDEA) of 1997 for Part C and Part B. Eligibility criteria are broken down by ages: Part C - early intervention (birth to 3 years); Part B - preschool special education (3 to 5 years); and school-aged special education (5 through 21 years).

Part C of IDEA provides early intervention supports to eligible infants and toddlers from birth to 3 years. The Arizona Early Intervention Program (AzEIP) is administered through the lead agency, the Arizona Department of Economic Security (DES). Five state agencies collaborate to comprise Arizona’s early intervention system (AzEIP): Arizona Department of Health Services (DHS), Arizona Department of Economic Security, Arizona State Schools for the Deaf and the Blind (ASDB), Arizona Health Care Cost Containment System (AHCCCS), and the Arizona Department of Education (ADE). The roles and responsibilities of these five participating State agencies are described in the Federal Application for Part C of IDEA funds and several intergovernmental agreements (IGAs), including the Child Find IGA addressed herein.

Part B of IDEA serves children ages 3-21 through public education agencies and is administered through the Arizona Department of Education as set forth through State law in the Arizona Revised Statutes, Title 15 and State rules in the Arizona

Administrative Code, R7-2-401-405. Services are provided by public education agencies.

C. Mutual responsibilities

“Seamless system” between Part C and Part B

Part C and Part B “find” and refer to one another

AzEIP determines eligibility within 45 calendar days

Providing FAPE no later than a child’s 3rd birthday

Permissible to start Part B preschool services at 2 years, 9 months

Part C and Part B systems are mutually obligated to identify all potentially eligible children with delays and disabilities, as early as possible, even when services may be provided by the other system. Although timelines for eligibility determination for Parts B and C differ, both systems are charged with the responsibility of avoiding unnecessary delay or duplication in screening and evaluation so that the child identification system is seamless and timely for children and families. Therefore, AzEIP eligibility information must be considered by the district of residence in the Part B evaluation process.

AzEIP is required to determine eligibility for Part C services and conduct an IFSP meeting within 45 calendar days from initial referral. Therefore, the Public Education Agency (PEA) shall expedite the eligibility determination process by notifying the AzEIP interim service coordinator within two working days of receipt of a concern regarding a child aged birth through 2 years, using the *Arizona’s Child Find Tracking Form* and maintaining a copy for monitoring purposes.

The district of residence is required to determine eligibility for Part B services, conduct an IEP meeting and ensure the provision of FAPE no later than a child’s 3rd birthday. Districts are permitted, but not required, to provide Part B preschool special education services at 2 years, 9 months. As required under Part B of IDEA and the Arizona Administrative Code, the district of residence shall respond to referrals for evaluation in a timely manner regardless of the school calendar. This may include screening, evaluation, determination of eligibility, development of an IEP, and provision of services according to the IEP. For each child, consideration of the need for Extended School Year services must be addressed in the child’s IEP, including consideration of: 1) regression recoupment factors; 2) critical learning stages; 3) least restrictive environment considerations; 4) teacher and parent interviews and recommendations; 5) data-based observations of the pupil; 6) considerations of the pupil’s previous history; and 7) parental skills and abilities.

D. Required Components for Child Find

Public Awareness (aka “Marketing”)

Public agencies responsible for serving children with developmental delays or disabilities under IDEA '97 are required to sufficiently market the availability of their services to the general public in order to ensure all eligible children are “found” and served. Efforts need to be continuous and on-going throughout the community.

Referral

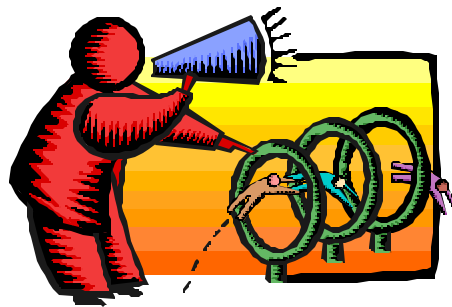
A single statewide referral process for referring children ages birth through 21 is required so that children who are potentially eligible will be expediently routed to the proper state agency to conduct the eligibility determination process. Arizona's Part C and Part B systems have varying internal referral and intake mechanisms. Therefore, a State prescribed referral process is necessary when there are different service delivery systems that serve children according to their age. The Child Find IGA addresses this state prescribed mechanism to ensure a seamless and timely eligibility determination process for children with developmental delays and disabilities.

Screening

Informal and formal procedures (aka "screening") are used to select out of the larger population of children those that may meet the eligibility criteria for services that may be "identified" through further assessment or evaluation. Screening may include observations, family interviews, review of medical or developmental records, or the administration of specific screening instruments.

Evaluation

A variety of assessment strategies are used to comprise an evaluation for the purpose of determining if a child is eligible for services. This includes interviews with persons familiar with the child, observations, review of records and other existing assessment data, and administration of formal testing based on a standard set of eligibility criteria.



CHILD FIND SYSTEM FOR INFANTS AND TODDLERS (birth to 3)

A. AzEIP Eligibility Criteria (Arizona Early Intervention Program)

Developmental Delay

Developmental Domains:

- Physical
- Cognitive
- Language
- Social/Emotional
- Self-Help

**50% delay =
eligible for Part C
AzEIP**

A child from birth to 36 months of age will be considered to exhibit developmental delay when that child has not reached 50 per cent of the developmental milestones expected at his/her chronological age, in one or more of the following domains:

- ✓ Physical: fine and/or gross motor muscle development; sensory (vision and hearing)
- ✓ Cognitive: thinking, mental or problem-solving development
- ✓ Language/Communication: receiving information (receptive) and expressing understood information (expressive) development
- ✓ Social/Emotional: internal and external adaptation to environmental stimuli development
- ✓ Self-help: adaptive development to attain basic needs.

Determination that a child is developmentally delayed will be based on professional evaluation, including informed clinical opinion, and will include parental involvement and input. Arizona's definition of "eligible child" does not include children who are at risk of having substantial delays if early intervention services are not provided.

Established Conditions

Established Condition:

Condition known to affect delays in development

Diagnosis determined by a qualified physician or qualified

Conditions that are deemed to have a high probability of causing developmental delay include, but are not limited to:

- ✓ Chromosomal abnormalities
- ✓ Metabolic disorders
- ✓ Hydrocephalus
- ✓ Spina Bifida
- ✓ Cerebral Palsy
- ✓ Significant auditory or visual impairment
- ✓ Severe attachment disorders

Determination that a child has an established condition will be based on diagnosis by a qualified physician or other qualified professional (e.g. audiologist) and medical records, and will include the use of informed clinical opinion.

B. Types of Benchmarks or Indicators to Look for in Children Birth to 3

Developmental delay may be suspected when a child has not yet reached expected developmental milestones for the child's age. For example, a child with developmental delay may push up, grasp, crawl, or walk at a later age than other children. Here are some milestones to watch for and the ages you might expect

Check a child's development often using guidelines

Refer child to AzEIP if delays in any of these areas

most children to achieve them: If there is significant delay in reaching these milestones, the parents need to be referred to AzEIP to discuss their concerns and have their child's development checked:

3 Months

- lifts head regularly when on tummy
- makes cooing noise
- quiets when spoken to
- grasps objects placed in hand
- begins to bat at objects

6 Months

- sits with light support
- babbles when alone or with someone
- reaches for objects
- holds objects with either hand
- turns eyes and head toward sounds or voices
- begins to crawl (moves around other than on hands and knees)

9 Months

- sits without support
- begins creeping (up on hands and knees)
- imitates cough, bye-bye, hand clap, ma-ma
- drops and looks for objects
- can find toy hidden under cloth
- likes to dump out and pick up things

1 Year

- pulls up to a standing position and cruises around furniture
- begins to say ma-ma and da-da to refer to parents
- finger feeds self solid foods
- follows a simple direction like "bring me the ball"
- points to object she knows when asked "where is it?"
- begins to use a spoon and hold a cup

1 1/2 Years

- walks well and runs by 18 months
- can push, pull, carry and lift objects
- names **some** objects
- can point to simple pictures
- brings you an object he knows when asked

2 Years

- walks up and down stairs, two feet on each step
- can name more than three body parts
- scribbles
- stacks two to four objects
- uses two-word sentences
- enjoys doing things for herself
- gets easily frustrated
- uses objects as they should be used

3 Years

- uses three- to five-word sentences
- sings simple songs
- can jump in place
- begins to ask questions
- enjoys "pretend" play (for instance, pretending to be mom, dad, brothers and sisters)
- can help brush teeth, wash hands, undress, etc.

C. Procedures for Initial Referrals/Evaluations for Children Birth to 3

Reduction in
duplication of
evaluation data

Although AzEIP is primarily responsible for evaluation and services for this age group, the district of residence should participate in the eligibility determination process in certain instances for children ages 2 years, 6 months up to 3. This participation will reduce duplication of evaluation efforts and will enhance the district's capacity to prepare for and provide a Free Appropriate Public Education by a child's 3rd birthday.

For Children Aged Birth to 2 Years, 9 Months Referred from a PEA to AzEIP:

PEA refers parent to DES AzEIP ISC

DES/AzEIP ISC coordinates assessment and invites district of residence to participate

Some districts participate in AzEIP evaluation

AzEIP completes assessment and follows up with referring PEA

PEA contacts DES/AzEIP ISC if no follow up

PEA files Alert if AzEIP evaluation is not near completion

DES/AzEIP will intervene

DES/AzEIP ISC will follow up

1. When a Public Education Agency (PEA) receives a concern about development from the parent of a child aged birth to 2 years, 9 months, the PEA will complete **Section I** on the *Arizona's Child Find Tracking Form* and fax to the DES/AzEIP Interim Service Coordinator (ISC) within 2 working days of date of receipt of the initial referral in **Box 1**. It is recommended that the PEA give the parent a copy of the Child Find Tracking Form.
2. The DES/AzEIP ISC will immediately begin the eligibility determination process. If an evaluation is needed for a child between the ages of 2 years, 6 months to 2 years, 9 months, the DES/AZEIP ISC will coordinate the eligibility determination process and notify the district of residence to facilitate their participation in the evaluation (optional unless the district serves children early starting at 2 years, 9 months).
3. ***Districts of residence that exercise the state option of providing Part B services to eligible children starting at 2 years, 9 months shall participate in the eligibility determination process for children ages 2 years, 6 months to 2 years, 9 months.***
4. The DES/AzEIP ISC will notify the referring PEA within 30 calendar days of the initial referral date in **Box 1** by completing **Boxes 20-22** on the tracking form and faxing it, maintaining a copy for monitoring purposes.
5. If the DES/AzEIP ISC has not notified the referring PEA within 30 calendar days of the initial referral date in **Box 1**, the PEA will immediately contact the Interim Service Coordinator to verify the status of the referral and will document the follow up in **Box 23**.
6. If the eligibility determination process is not near completion (evaluation must be completed within 30 calendar days), the referring PEA will complete the **Alert** portion in **Section III** on the tracking form and fax to the ADE/Child Find Unit within 2 working days. *Reason(s) for exceeding required timelines may be noted on the tracking form.*
7. The ADE/Child Find Unit will contact the DES/AzEIP Office, which will intervene to ensure required timelines are met.
8. Upon completion of the eligibility determination process, the DES/AzEIP ISC will complete **Boxes 24-25** on the tracking form to verify follow up on the **Alert** and immediately fax a copy to the DES/AzEIP Office, the ADE/Child Find Unit, and the referring PEA.
9. The DES/AzEIP Office and the ADE/Child Find Unit will verify follow up on the **Alert** by completing **Section IV** on the tracking form.

Examples:

A. 1 ½ Year old child referred by a charter school to a DES/AzEIP ISC

On February 6, 2003, Ivy Charter School received a concern regarding a child 1 ½ years old. Ivy Charter School faxed the tracking form to the DES/AzEIP ISC on February 7, 2003. On March 1, 2003, the DES/AzEIP ISC notified Ivy Charter School that they received a medical report indicating a diagnosis of Cerebral Palsy and the IFSP meeting is scheduled for March 16, 2003. What happens next?

B. 2 Years, 6 months old child referred to a DES/AzEIP ISC who involved the district of residence

On October 1, 2002 a DES/AzEIP ISC was contacted by a family of a child 2 years, 6 months with major concerns about their child. Since the parents reside in Anderson Unified District (which is a district that provides preschool special education services beginning at 2 years, 9 months), the DES/AzEIP ISC contacted Anderson Unified District to participate in the evaluation. Together they immediately scheduled a home visit to conduct an observation of the child and interview the parent for developmental history, etc. By November 1, 2002, AzEIP still had not begun the portion of the multidisciplinary evaluation they agreed to conduct. What happens next?

For Children Aged 2 Years, 9 Months to 3 Years

For an eligible child between the ages of 2 years, 9 months to 3 years, entry into preschool special education services is imminent, however the child remains eligible for consideration for Part C services. **Therefore, regardless of which system (AzEIP or the PEA) receives the initial referral, the receiving system is obligated to explain to the parents the eligibility determination processes and the service delivery systems under both Part C and Part B.**

Following this explanation, the parents may elect to proceed with the eligibility determination process under either Part C, Part B, or both. If the parents elect to have the child's eligibility considered under both systems, the agency in first contact with the parents documents the parents' decision in **Box 7** as well as completes **Section I** on the tracking form and notifies the other system of the desire of the parents. For cases wherein the parent chooses for the child to be evaluated for both Part C and Part B eligibility, the district of residence will facilitate joint assessment as well as completion of respective sections on the tracking form in **Boxes 20-23 and 26-29** including follow up for completion of the eligibility determination process.

1. If a Part C AzEIP Interim Service Coordinator (ISC) receives the initial referral and the parent chooses to have the child **only** considered for Part C eligibility, then the DES/AzEIP ISC is not required to use the tracking form. AzEIP will follow established procedures for the eligibility determination.
2. If a Part B district of residence receives the initial referral and the parent chooses to have the child **only** considered for Part B eligibility, then the district of residence is not required to use the tracking form. The district of residence will follow established procedures for the eligibility determination process.
3. **If a PEA receives the initial referral and the parent elects the Part C process:**

Example:

Charter school
referral to AzEIP

Example:

AzEIP
coordinates with
district of
residence that
serves at 2
years, 9 months

**AzEIP and
district of
residence both
responsible**

Parental choice

District of
residence
coordinates if
parents want
both Part C and
Part B eligibility
evaluated

If AzEIP
receives initial
referral, don't
use tracking form

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PEA refers parent to DES AzEIP ISC

DES/AzEIP ISC coordinates evaluation and follows up

PEA contacts DES AzEIP ISC if no follow up

PEA files Alert if AzEIP evaluation is not near completion

DES/AzEIP and ADE will intervene

DES/AzEIP will follow up

- a. The PEA will complete **Section I** of the tracking form and fax to the DES/AzEIP Interim Service Coordinator (ISC) within 2 working days of the date of receipt of the initial referral in **Box 1**.
- b. The DES/AzEIP ISC will immediately begin the eligibility determination process and will notify the referring PEA by completing **Boxes 20-22** on the tracking form and faxing within 30 calendar days of the initial referral date in **Box 1**.
- c. If the DES/AzEIP ISC has not notified the referring PEA within 30 calendar days of the initial referral date in **Box 1**, the PEA will immediately contact the Interim Service Coordinator to verify the status of the referral, completing **Box 23** on the tracking form.
- d. If the AzEIP eligibility determination process (evaluation) is not near completion, the PEA will complete the **Alert** portion in **Section III** on the tracking form and fax it to the ADE/Child Find Unit fax within 2 working days.
- e. The ADE/Child Find Unit will contact the DES/AzEIP Office, which will intervene to ensure required timelines are met.
- f. Upon completion of the process, the DES/AzEIP ISC will complete **Boxes 24-25** on the tracking form to verify follow up on the **Alert** and immediately fax a copy to the DES/AzEIP Office, the ADE/Child Find Unit, and the referring PEA.
- g. The DES/AzEIP Office and the ADE/Child Find Unit will verify the **Alert** follow up by completing **Section IV** on the tracking form.

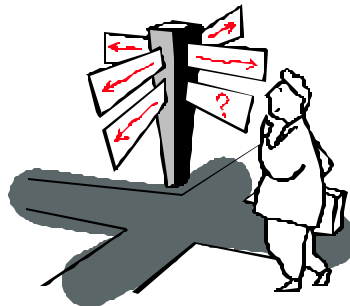
Example:

Parent Elects to have a child 2 years, 10 months old evaluated for Part C

Example:

PEA refers parent to AzEIP, but AzEIP did not follow up

On February 3, 2003, Yukon Unified District received a concern regarding a child 2 years, 9 months old. After explaining both Part C and Part B eligibility determination processes and delivery systems, the parent elected only the Part C eligibility determination process. Yukon Unified District referred the child to the DES/AzEIP ISC. DES/AzEIP proceeded with completing the evaluation, but did not notify Yukon of the referral status by March 3, 2003. What happens next?



4. If an AzEIP ISC, a charter school, or union high school district receives the initial referral and the parent chooses the Part B process:

- a. The AzEIP ISC, charter school, or union high district will complete

Agency refers parent to district of residence

Section I of the tracking form and fax to the district of residence within 2 working days of the date of receipt of the initial referral in **Box 1**.

- b. The district of residence will immediately begin the eligibility determination process (by conducting a screening or an evaluation, whichever is more appropriate for the child) and will notify the AzEIP ISC or the referring PEA by completing **Boxes 26-28** on the tracking form and faxing it within 30 calendar days of the initial referral date in **Box 1**
- c. If the district of residence has not notified the AzEIP ISC or the referring PEA within 30 calendar days of the initial referral date in **Box 1**, the referring agency will immediately contact the district of residence to verify the status of the referral and will document follow up in **Box 29**.
- d. If the eligibility determination process is not near completion (30 calendar days maximum for screening, leaving 30 calendar days for expedited evaluation when the parent requests an evaluation in writing and the MET agrees), the referring agency will complete the **Alert** portion in **Section III** on the tracking form and fax within 2 working days to the ADE/Child Find Unit.
- e. The ADE/Child Find Unit will intervene to ensure required timelines are met.
- f. Upon completion of the eligibility determination process, the district of residence will complete **Boxes 30-31** on the tracking form to verify follow up on the **Alert** and immediately fax a copy to the DES/AzEIP Office, the ADE/Child Find Unit, and the referring agency.
- g. The ADE/Child Find Unit will verify the **Alert** follow up by completing **Section IV** on the tracking form.

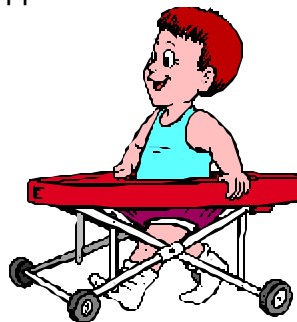
Example:

Parent elects to have their child 2 years, 9 months evaluated for Part B only

Example:

Union High School
refers parent to
Elementary School
for Part B evaluation

On September 18, 2003, Antelope Union High School received a concern regarding a child 2 years, 9 months old. After explaining both Part C and Part B eligibility determination processes and delivery systems, the parent elected to have only a Part B evaluation. Antelope U.H.S.D. referred the child to Delano Elementary District on September 18, 2003. On October 18, 2003, Delano Elementary District called Antelope U.H.S.D. to notify them that their preschool teacher who screens preschool children was in the hospital so she hadn't been able to screen the child yet. What happens next?



5. If the parent elects both Part C and Part B for a child 2 years, 9 months – 3 years:

Receiving agency refers parent to agency of parental choice
Respective timelines begin
District of residence coordinates joint evaluation
Complete Part B evaluation within 60 calendar days of receipt of written parental request to evaluate
Part C and Part B follow up with each other within 30 calendar days
If either Part C or Part B exceeds evaluation timelines an Alert is filed
DES/AzEIP and ADE intervene
District of Residence or DES AzEIP ISC follows up
DES/AzEIP and ADE verify completion

- a. The agency that receives the initial concern completes **Section I** on the tracking form, indicating the parents' preference in **Box 7** and faxes to the DES/AzEIP ISC and/or district of residence within 2 working days of the date of receipt of the initial referral in **Box 1**. The initial referral date begins **the** respective required timelines for the eligibility determination processes for both Part C and Part B (45 calendar days for AzEIP and 60 calendar days expedited timeline for the district of residence to screen and evaluate when the parent requests an evaluation in writing and the MET agrees).
- d. The district of residence will coordinate the joint evaluations when parents choose to have their child's eligibility considered for both Part C and Part B by immediately scheduling a multidisciplinary evaluation team meeting with the parents and Part C staff to review existing data on the child.
- c. If the multidisciplinary evaluation team determines the child needs to be evaluated, the evaluation process must be expedited in order to provide a Free Appropriate Public Education by the child's 3rd birthday.
- d. Within 30 calendar days of the initial referral date in **Box 1**, the district of residence will contact the DES/AZEIP ISC to jointly complete their respective follow up portions in **Boxes 20-22 and 26-28** on the tracking form to document the status of the referral.
- e. If either agency is not near completion of the eligibility determination process within their respective required timelines (e.g. AzEIP's completion of the evaluation within the 30 calendar day timeline and the district of residence's completion of screening within the 30 calendar day timeline, leaving 30 calendar days for expedited evaluation), the other system (Part C or Part B) will complete the **Alert** portion in **Section III** on the tracking form and fax it to the ADE/Child Find Unit within two working days.
- f. The ADE/Child Find Unit will contact the DES/AzEIP Office (when appropriate) and together they will intervene to ensure respective required timelines are met .
- g. Upon completion of the eligibility determination process, the agency that has exceeded required timelines will complete **Boxes 24-25 or 30-31** on the tracking form and fax it immediately to the ADE/Child Find Unit, the DES/AzEIP Office, and the referring agency.
- h. The ADE/Child Find Unit and the DES/AzEIP Office (if appropriate) will verify follow up on the **Alert** by completing **Section IV** on the tracking form.
- i. If the child is found eligible for Part B, the district of residence shall participate in the development of an Individualized Family Service Plan or Individualized Education Plan that ensures a Free Appropriate Public Education, including consideration for Extended School Year by the child's 3rd birthday (see definition for Extended School Year in the IGA).

Example:

2 years, 9 months-3 years old child – Parent Elects Both Part C & Part B

Example:
Parent chooses Part C and Part B evaluation for eligibility

On December 1, 2002, Taylor Unified received a concern regarding a child 2 years, 9 months old. After explaining the eligibility determination process and service delivery systems for Part C and Part B, the parent elected to have the child considered for eligibility under both Part C and Part B. Taylor Unified immediately contacted the DES/AzEIP ISC to schedule a home visit and a multidisciplinary evaluation team meeting. The team decided that AzEIP would conduct a comprehensive developmental assessment (CDA) while Taylor Unified would conduct the psychological assessment to

rule out suspected mental retardation due to Fetal Alcohol Syndrome and a speech/language assessment. By January 1, 2003, AzEIP had completed the comprehensive developmental assessment but Taylor Unified had not completed gathering all the other required data to conduct the eligibility determination for Part B. What happens next?

D. Case Study of Infants and Toddlers Identified for AzEIP Services

Case Study 1: Nick B.

Case Study:

Out of state
transfer from Part
C

Each state has its
own eligibility
criteria for Part C

*“...from all this
information...
.the team was
able to establish
that Nick ... was
eligible for*

The B. family was moving to Arizona from Nebraska where their 2 year old son, Nick, was receiving early intervention services for speech and language development from their local school district (Nebraska is a state in which both the Part C and Part B programs are administered through the State Department of Education). When Ms. B. called the special education department in the school district in which they were moving to establish the transfer, the preschool specialist, Pat Murphy, took the call. Since Nick had just turned two years old, Pat explained AzEIP to Ms. B.. She told her that each state had their own eligibility criteria and that the first step would be to determine if Nick met Arizona's eligibility criteria. She explained that Ms. B. would work with the local AzEIP Interim Service Coordinator, Suzanne, to help determine eligibility.

From the information Ms. B. provided, Pat completed the top portion of the **Arizona's Child Find Tracking Form** and faxed it the next day to Suzanne. Within 15 calendar days, Suzanne had contacted Ms. B. and received all of Nick's evaluations and records from Nebraska. From this information, Suzanne and the AzEIP eligibility team was able to establish that Nick had a documented 50% delay in speech and communication development and was eligible for AzEIP. Suzanne completed the center section of the **Arizona's Child Find Tracking Form** and faxed it back to Pat for the school's records.

Case Study 2: Jenny H.

Case Study:

PEA referral to
AzEIP

Delay in
evaluation – PEA
filed an **Alert**

DES/AzEIP
intervened

Eligibility
determination

On the first day of school, Ms. Brewer, the first grade teacher noticed that the small infant in Ms. H.'s arms was extremely fussy and agitated. The infant seemed to jump at every noise and change in position. Ms. H. told her that the infant, Jenny, who was now six months old, had been born prematurely and was a very “difficult” baby. Jenny was not doing the same things that her brother or sister did when they were her age. She was difficult to soothe, wasn't showing interest in toys or reaching out to her mother. Ms. H. was concerned and very puzzled.

Ms. Brewer remembered from the district in-service on AzEIP that Ms. H. could be referred to Child Find for help in understanding Jenny's development and for possibly accessing early intervention supports and services. She asked Ms. H. if she would be interested in finding out more about AzEIP. Ms. Brewer contacted

the secretary in the special education office, Ms. Conley, who was the designated Child Find Contact for the district to initiate the referral.

Although Ms. Conley faxed the **Arizona's Child Find Tracking Form** on August 18th, she heard nothing from the AzEIP Interim Service Coordinator, Cathy, until she called on September 17th. Cathy explained that there was a delay in scheduling an evaluation for Jenny for another 45 days. Ms. Conley completed the **Alert** portion on the **Arizona's Child Find Tracking Form** and faxed it to the Arizona Department of Education/Child Find Unit. The Child Find Unit contacted the DES/AzEIP office to alert them of the potential for exceeding required timelines for Jenny H. A Program Specialist from DES/AzEIP contacted Cathy, the AzEIP Interim Service Coordinator, to explore other possible options for Jenny's evaluation, including Early Periodic Screening, Diagnosis and Treatment through the Arizona Health Care Cost Containment System health provider. Cathy contacted the health plan provider to obtain a date for Jenny's evaluation during a regular office visit. On September 25th, Cathy sent a copy of the arrangements for evaluation to Ms. Conley, DES/AzEIP, and the Arizona Department of Education/Child Find Unit.

E. Arizona's Child Find Tracking Form (from the Child Find IGA)

Use of Arizona's Child Find Tracking Form

A family should not have to make multiple calls to find the supports and services for their child with a delay or disability. The new Child Find IGA specifies substantially more aggressive roles and accountability expected of public schools and AzEIP Interim Service Coordinators in finding and referring potentially eligible children to one another. This rigorous effort should increase the number of children referred to, evaluated by, and served by AzEIP and preschool special education services to more closely align with the national incidence rates for birth to five year olds with developmental delays or disabilities. Mutual responsibility for expediting timelines in the eligibility determination process will be documented and monitored using the Arizona's Child Find Tracking Form between public schools and DES/AzEIP Interim Service Coordinators only. {see next page}.



ARIZONA'S CHILD FIND TRACKING FORM

For School Districts, Charter Schools and Arizona Early Intervention Program (AzEIP)

Section I. Initial Referral Data

			1 Date of initial referral
2 Person making referral	3 Agency/title of referring Individual		4 Sender's Fax number
5 { } Referred to Part C AzEIP Interim Service Coordinator	6 { } Referred to Part B District of Residence	7 { } Parent selected both Part B and Part C	8 Sender's Phone number
9 Name of individual referral sent to	10 Receiving agency	11 Receiver's Phone number	12 Receiver's Fax number
13 Child's name	14 Parents'/guardians' names		15 Child's date of birth
16 Parents' Mailing address			
17 Parents' Home phone number	18 Parents' Work phone number	19 Parents' Alternative phone	

Section II Documentation of Agency Follow up to Referral

Child Referred to AzEIP (Arizona Early Intervention Program)			
20 Date/name of AzEIP staff who received referral	21 Date AzEIP ISC notified referring agency on status of referral	22 Signature of AzEIP ISC notifying referring agency	
23 Date/name of PEA staff verifying status of referral (if not notified by AzEIP)	24 Date AzEIP ISC provided final status on referral to PEA, DES/AzEIP and ADE/Child Find (if alert was filed)	25 Signature/Date of AzEIP ISC verifying alert issue has been remedied	
Child Referred to District of Residence			
26 Date/name of district of residence staff who received referral	27 Date district of residence notified referring agency on status of referral	28 Signature of PEA staff notifying referring agency	
29 Date/name of referring agency staff verifying status of referral (if not notified by district of residence)	30 Date district of residence provided final status on referral to referring agency, and ADE/Child Find Unit (if alert was filed)	31 Signature/Date of district of residence admin. verifying alert issue has been remedied	
Section III <u>ALERT</u> to Arizona Department of Education ***			32 Date Alert Submitted
33 Signature of Individual Filing Alert	34 Agency filing alert	35 Phone number	36 Fax number

****Only fax ALERT immediately to the Arizona Department of Education/Child Find Unit at (602) 542-5404 or call (800) 352-45**

Section IV ALERT Follow-up

37 Signature/date DES/AzEIP verified follow up on Alert process	38 Signature/date ADE/Child Find Unit verified follow up on Alert process
--	--

NOTES

initial referrals between PEAS and AZEIP Interim Service Coordinators for children birth to five, using expedited timelines. Timelines for follow up are measured from the date of the **initial referral in Box 1** to 30 calendar days, regardless of who receives the initial referral. **This form is not for use by parents, physicians or others.** It must be completed and faxed to the appropriate agency within 2 working days of receipt of a concern, with a cover sheet marked "CONFIDENTIAL".

For Children Aged birth – 3 years:

When any public school receives a concern about a child's development from the parent of a child aged birth to 3 years:

1. Complete **Section I** of this form *within 2 working days* of date of receipt of an initial referral in **Box 1** and fax to the closest DES/AZEIP Interim Service Coordinator (ISC), maintaining a copy for monitoring purposes. This begins the AZEIP timeline requirement for the eligibility determination process (from intake/screening through development of the IFSP).
2. The DES/AZEIP ISC must immediately begin the eligibility determination process. The DES/AZEIP ISC must complete **Boxes 20-22** on this form and fax it to the referring school to **notify** them on the status of the referral *within 30 calendar days* of the initial referral date in **Box 1**, maintaining a copy for monitoring purposes.
3. The referring agency is responsible for **verifying** that the eligibility determination process conducted by AZEIP is near completion (e.g. evaluation completed in 30 calendar days). If the DES/AZEIP ISC has not notified the referring school *within 30 calendar days* from the date of the initial referral in **Box 1**, the school must contact the DES/AZEIP ISC to **verify** if the eligibility determination process is near completion (evaluation must be completed within 30 calendar days) and document that **verification** in **Box 23**.
4. If the eligibility determination process is not near completion, the referring school must complete the **Alert** portion in **Section III** on this form and fax a copy to the Arizona Department of Education/Child Find Unit *within two working days*.
5. The ADE/Child Find Unit will follow up with the DES/AZEIP State office to ensure the eligibility determination process is completed within required timelines.
6. Upon completion of the eligibility determination process, the DES/AZEIP ISC will complete **Boxes 24-25** on this form and fax immediately to the referring school, DES/AZEIP State office, and the ADE/Child Find Unit.
7. DES/AZEIP and the ADE/Child Find Unit will verify the **Alert** follow up and complete **Section IV**.

For Children Aged 2 Years 9 Months – 5 Years:

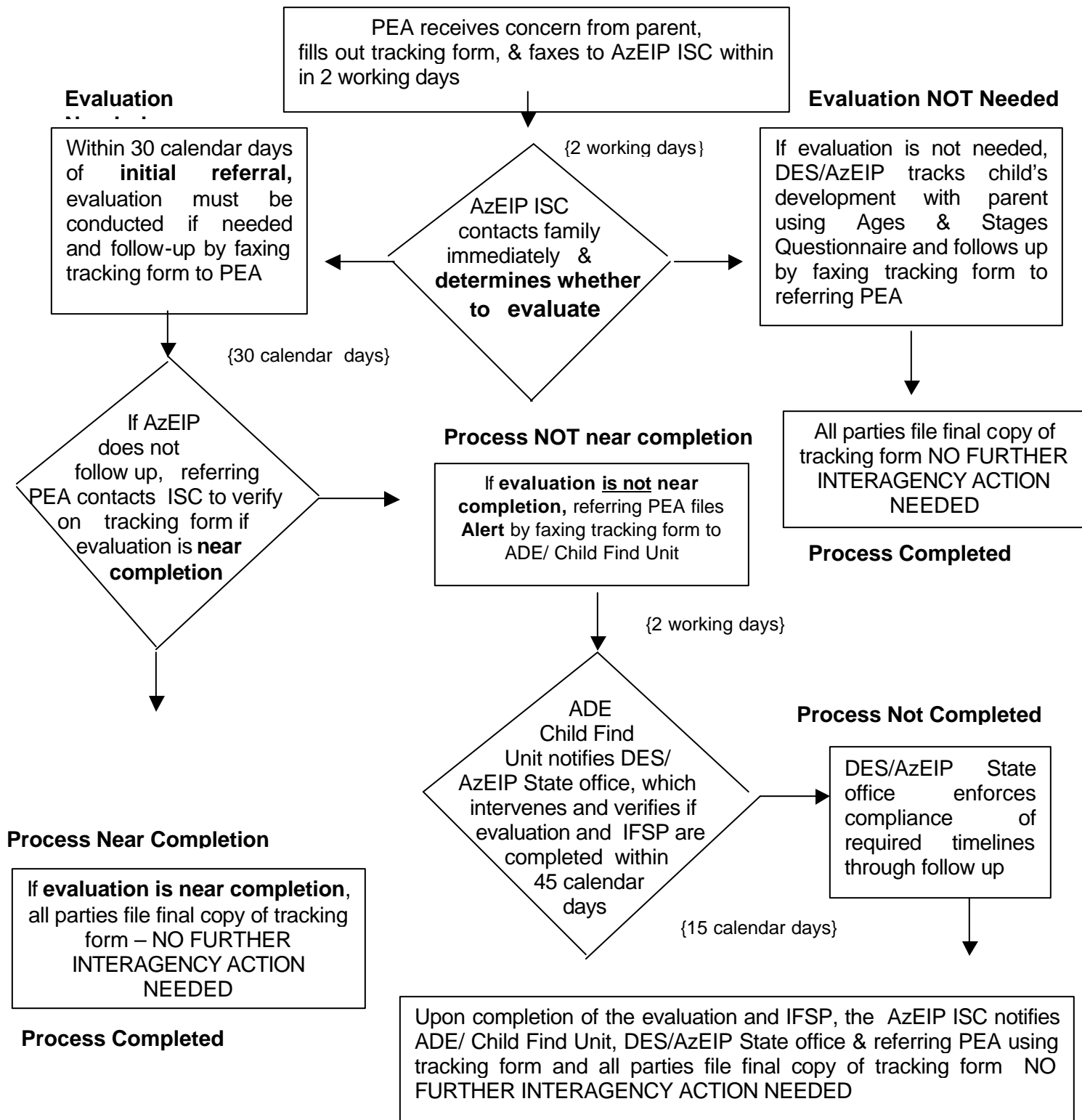
When an AZEIP ISC, a union high school district, or a public charter school receive a concern about a child's development who is between 2 years 9 months and 5 years of age:

1. Complete **Section I** on this form *within 2 working days* of date of receipt of an initial referral in **Box 1** and fax to the district of residence, maintaining a copy for monitoring purposes. This begins the expedited timeline requirement for screening and or evaluation by the district of residence.
2. Staff from the district of residence must immediately begin the eligibility determination process (to screen or evaluate the child). They must complete **Boxes 26-28** on this form and fax it to the referring agency to **notify** them on the status of the referral *within 30 calendar days* of the date of the initial referral in **Box 1**, maintaining a copy for monitoring purposes.
3. The referring agency is responsible for **verifying** that the eligibility determination process is near completion. If the referring agency has not received notification from the district of residence *within 30 calendar days* from the date of the initial referral in **Box 1**, the referring agency must contact the district of residence to **verify** if the screening or evaluation process is near completion, and document that **verification** in **Box 29** on the form.
4. If the screening or evaluation process is not near completion (screening completed within 30 calendar days, leaving 30 calendar days for evaluation if initiated by a written parental request to evaluate and the MET concurs), the referring agency must complete the **Alert** portion in **Section III** on this form and fax a copy to the ADE/Child Find Unit *within 2 working days*.
5. The ADE/Child Find Unit will follow up with the district of residence to ensure the eligibility determination process is completed within required timelines.

6. Upon completion of the screening and/or evaluation, the district of residence will complete **Boxes 30-31** on the form and fax immediately to the referring agency and the ADE/Child Find Unit.
7. The ADE/Child Find Unit will verify the ***Alert*** follow up and complete **Section IV** on this form.

ELIGIBILITY DETERMINATION PROCESS
For Referrals from PEAs to AzEIP Interim Service Coordinators for children Birth to 3 Years old

Initial Referral



3. CHILD FIND SYSTEM FOR PRESCHOOL CHILDREN **Process Completed**
A. State Eligibility Criteria for Preschool Children

In Arizona, test measurements of one and one-half standard deviations to three standard deviations below the mean is used to determine eligibility for preschoolers three to five years of age. This is different than the percentage of developmental delay utilized to determine the eligibility for early intervention for children birth to three.

Hearing Impairment means a loss of hearing acuity, as determined by evaluation pursuant to Arizona Revised Statutes (ARS) §15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services;

Preschool Moderate Delay means performance by a preschool child on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:

- (a) Cognitive development.
- (b) Physical development.
- (c) Communication development.
- (d) Social or emotional development.
- (e) Adaptive development.

Preschool Severe Delay means performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:

- (f) Cognitive development.
- (g) Physical development.
- (h) Communication development.
- (i) Social or emotional development.
- (j) Adaptive development.

Preschool Speech/Language Delay means performance by a preschool child on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child.

Visual Impairment means a loss in visual acuity or a loss of visual field, as determined by evaluation pursuant to ARS §15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.



B. **Types of Benchmarks or Indicators to Look for in Preschool Children**

Indicators that might alert parents or caregivers to the possibility that developmental milestones have not been reached can be found below. Domain-specific examples are as follows:

<u>Domain:</u>	<u>What to watch for:</u>
Cognitive	Unable to remember a few shapes, colors, numbers; matching proves difficult; appears unaware of or unable to anticipate what comes next regarding a familiar event or daily routine; difficulty with simple problem-solving
Physical	Unsteady gait and difficulty maintaining balance or unable to climb; hyper or hypo muscle tone exhibited during simple activities such as shaping play-dough or when assembling puzzles
Communication	Unable to verbalize simple needs and wants; Unable to ask who, what, when, and where questions or follow simple two to three word directions; can not say and sing simple nursery rhymes and songs; speech out of context that is not understood by an unfamiliar listener
Social or emotional	Appears unable to adjust to new situations and people without explanation; demanding and unable to be redirected; exhibits many fears and prefers to play alone
Adaptive	Unable to do simple self-care tasks such as: drinking from a cup; eating with a spoon; caring for own toilet needs; washing hands and dressing self
Hearing	Does not respond to sound; or appears to tune out noise; pulls on ears or has drainage
Vision	Prefers to be too far or too near to objects or tasks; tips head; frequently blinks; tearing or red swollen eyes



EARLY INTERVENTION Below are some common characteristics of preschoolers at risk of later possibly being identified as having learning disabilities. Use this list to determine whether professional help is appropriate.

"He knocks into building blocks, bumps into doors, falls out of his chair and crashes into playmates."

- inability to negotiate his body through his environment
 - poor depth perception
 - poor coordination
 - sitting in double jointed fashion
 - toe walking
 - lurches while walking
-

"She can talk about topiary trees, but she can't pull up her zipper or draw a circle, and hates putting toys and puzzles together."

- poor motor coordination
 - difficulty coordinating hand-eye maneuvers
 - clumsiness
-

"He looks at everything but doesn't seem to see anything in particular. His hands seem to see better than his eyes."

- difficulty focusing
 - problems distinguishing shapes and colors
 - difficulty remembering what he sees
 - problems remembering the order of things he sees
 - difficulty making sense of what he sees
-

"Her eyes look at me so intently, and she listens. But it just doesn't seem to get through."

- problems understanding what she hears
 - difficulty remembering what she hears
 - problems remembering sequences of sounds
 - difficulty following simple directions
 - overreaction to noise
 - does not enjoy being read to aloud
-

"She's so smart yet has the attention span of a flea - she flits from one thing to another, and sometimes speaks like a broken record."

- distractibility
 - short attention span
 - impulsiveness (impulsivity)
 - hyperactivity
 - perseveration (doing the same thing over in the same way)
-

"He understands everything I say to him, but he does not express himself well like his brother and sister can."

- delayed speech
 - uses sounds/words out of sequence:
 - home I ran, animals
 - limited vocabulary
 - inappropriate uses of words
 - disorganized phrases
-

"She's four years old but acts much younger."

- immature behavior/ appearance
 - immature speech
 - immature coordination/movement
 - selects solitary play or younger playmates
 - immature choices and uses of toys
-

"He overreacts or underrates to everything. It's like his emotion thermostat is malfunctioning."

- indiscriminate or catastrophic reactions
 - laughing one moment, crying the next
 - very low or very high threshold of pain
 - dislike of being touched or cuddled
 - no reaction or overreaction to being touched
-

"He never seems to be 'put together' right, and yet I spend so much more time and energy helping him than I do the other kids."

- disorganized movement
 - disorganized language
 - disorganized appearance
-

Excerpted from FACT SHEET - Early Childhood February 1996; prepared by Early Childhood Committee, LDA of America.

C Procedures for Initial Referrals/Evaluations of Preschool Children

Agency refers parent to district of residence

District of residence screens and follows up

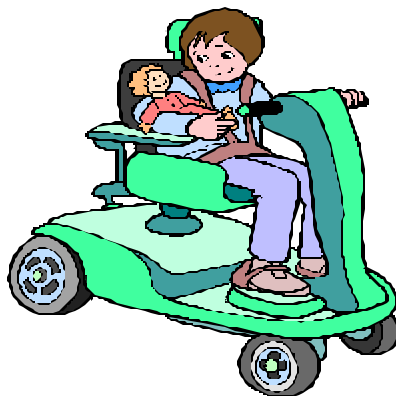
Referring agency contacts district of residence if no follow up

Referring agency files Alert if PEA exceeds 30 day screening timeline

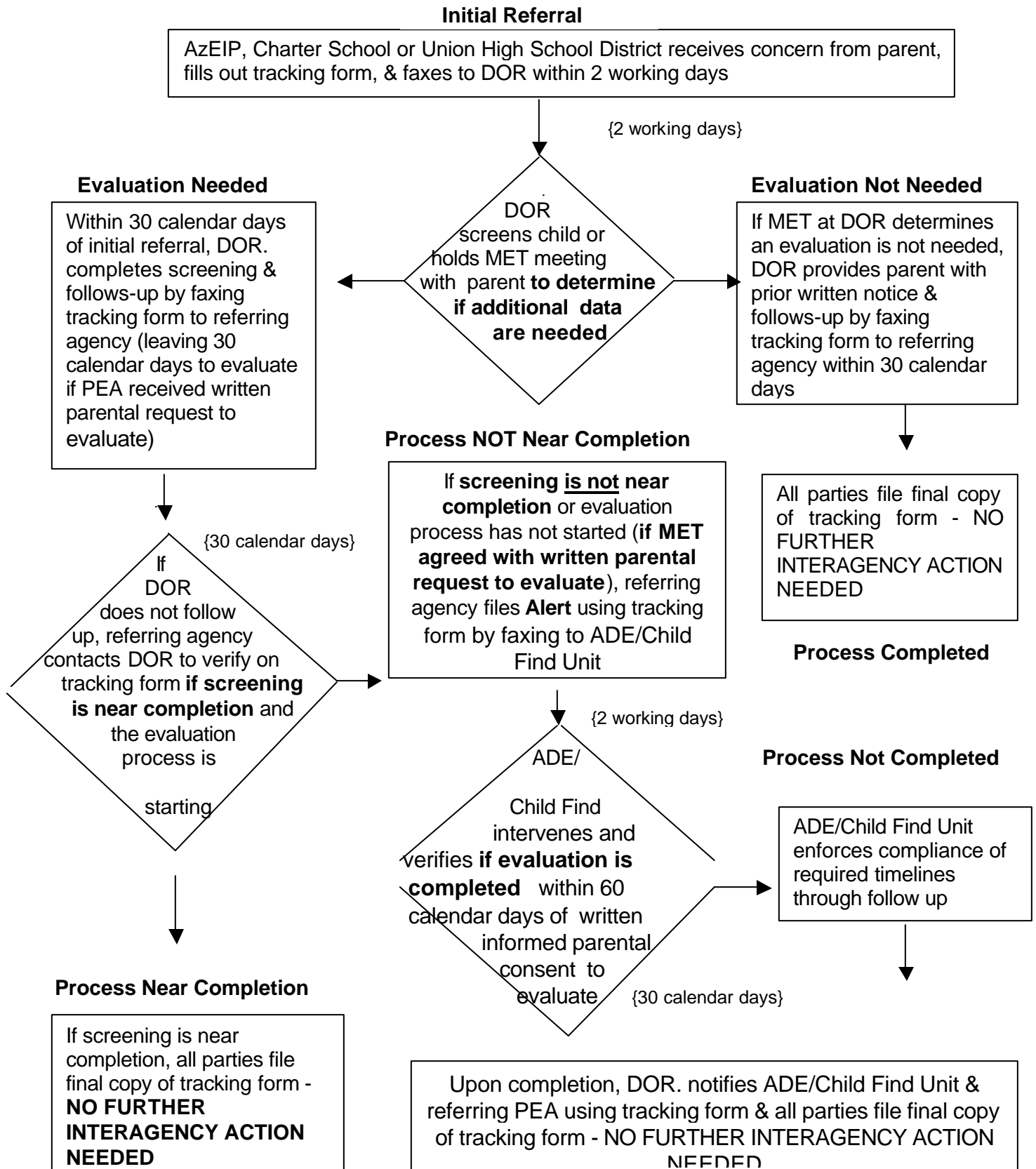
ADE/Child Find intervenes

District of residence follows up

1. When an AzEIP Interim Service Coordinator (ISC), a charter school or union high school district receives a concern about development of a child 3-5 years old, they will complete **Section I** on the tracking form and fax to the district of residence within 2 working days of the date of receipt of the initial referral in **Box 1**.
2. The district of residence will immediately begin the eligibility determination process (for screening or evaluation) and notify the referring agency within 30 calendar days of the initial referral date in **Box 1** by completing and faxing **Boxes 26-28** on the tracking form, maintaining a copy for monitoring purposes.
3. If the district of residence has not notified the referring agency within 30 calendar days of the initial referral date in **Box 1**, the referring agency will immediately follow up by contacting the district of residence and documenting the follow up in **Box 29**.
4. If the eligibility determination process is not near completion (screening within 30 calendar days or evaluation within 60 calendar days when the parent has requested the evaluation in writing and the MET agrees), the referring agency will fill out the **Alert** portion on the tracking form and fax it to the ADE/Child Find Unit within 2 working days.
5. The ADE/Child Find Unit will intervene to ensure required timelines are met.
6. Upon completion of the screening process, the district of residence will complete **Boxes 30-31** on the tracking form to verify follow up on the **Alert** and immediately fax a copy to the ADE/Child Find Unit and referring agency.
7. The ADE/Child Find Unit will verify follow up on the **Alert** by completion of **Section IV** on the tracking form.



ELIGIBILITY DETERMINATION PROCESS
For Referrals from AzEIP ISCs, Charter Schools, and Union High Schools to
District of Residence (DOR) for children 3 – 5 Years old



D. Case St

Process Completed

Process Completed

D. Case Studies of Children Identified for Preschool Special Education

Preschool Speech/Language Delay:

Suzie was found eligible for speech/language services as a preschooler. She was able to identify many words and concepts by pointing. She was also able to follow simple two to three step directions given verbally. However, she was unable to verbally express her understanding of concepts through the use of words and this often created frustration within her. She was able to exhibit excellent problem-solving skills to navigate her environment. All other domain areas were ruled out as not being of concern. Hearing and vision were normal.

Preschool Moderate Delay:

John was found eligible for services as a preschooler in the areas of communication and cognition. Understanding and using language to express his needs and wants was very limited. Utilizing some basic signs assisted his family with understanding what he was trying to communicate. Problem-solving during playtime was difficult for him unless he was cued or given some choices of possible solutions. Basic concepts such as matching shapes, colors, and numbers was just beginning to emerge. Following simple commands was difficult for him unless his caregiver assisted him with "hand-over-hand" assistance. Recent hearing and vision screening results were within normal limits.

Preschool Severe Delay:

Sarah's evaluation revealed concerns in all domains. Before she and her family were in a car accident, she had been developing her milestones in a timely manner. Now her communication and cognitive skills are significantly delayed. Her communication board is a great asset for her so she can indicate her needs and wants and make choices to function in the world around her. Her gait is slow and unsteady but she is able to walk with the assistance of her walker. Due to her involvement in the areas of communication, cognition and motor, they affect her ability to take total care of her needs in the self-help areas. This often leads to frustration that shows itself by way of angry outbursts. Sarah is receiving speech therapy, physical therapy, and counseling. She is also receiving interventions for cognitive and adaptive development from her special education preschool teacher. Her hearing and vision have been determined to be within normal limits based on a functional assessment for these skills.



4. CHILD FIND SYSTEM FOR SCHOOL-AGED CHILDREN (5-21 years)

A State Eligibility for School-Aged Children (5-21 years old)

Autism (A)

According to the Arizona Revised Statutes (ARS) § 15-761 (1), " 'Autism' means a developmental disability that significantly affects verbal and nonverbal communication and social interaction and that adversely affects educational performance. Characteristics include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. Autism does not include children with characteristics of emotional disability..."

According to the implementing regulations of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, "A child who manifests the characteristics of 'autism' after age 3 could be diagnosed as having autism..." [34 CFR 300.7 (c) (1)(ii)]

Emotional Disability (ED)

According to the Arizona Revised Statutes, (ARS) §15-761(5), " 'Emotional disability': (a) Means a condition whereby a child exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's performance in the educational environment: (i) An inability to learn which cannot be explained by intellectual, sensory or health factors. (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (iii) Inappropriate types of behavior or feelings under normal circumstances. (iv) A general pervasive mood of unhappiness or depression. (v) A tendency to develop physical symptoms or fears associated with personal or school problems. (b) Includes children who are schizophrenic but does not include children who are socially maladjusted unless they are also determined to have an emotional disability as determined by evaluation..."

Hearing Impairment (HI)

According to the Arizona Revised Statutes (ARS) §15-761, " 'Hearing Impairment' means a loss of hearing acuity, as determined by evaluation pursuant to ARS §15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services."

Mental Retardation (MR)

According to the Arizona Revised Statutes (ARS) § 15-761 (13), " 'Mental retardation' means a significant impairment of general intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects the child's performance in the educational environment."

" 'Mild mental retardation' means performance on standard measures of intellectual and adaptive behavior between two and three standard deviations below the mean for children of the same age." [ARS § 15-761(14)]

" 'Moderate mental retardation' means performance on standard measures of intellectual and adaptive behavior between three and four standard deviations below the mean for children of the same age." [ARS § 15-761(15)]

" 'Severe mental retardation' means performance on standard measures of intellectual and adaptive behavior measures at least four standard deviations below the mean for children of the same age." [ARS § 15-761(30)]

Multiple Disabilities (MD)

According to the Arizona Revised Statutes (ARS) § 15-761(17), " 'Multiple disabilities' means learning and developmental problems resulting from multiple disabilities as determined by evaluation... that cannot be provided for adequately in a program designed to meet the needs of children with less complex disabilities. Multiple disabilities include any of the following conditions that require the provision of special education and related services:

(a) Two or more of the following conditions:

- (i) Hearing impairment.
- (ii) Orthopedic Impairment.
- (iii) Moderate mental retardation.
- (iv) Visual impairment.

(b) A child with a disability listed in subdivision (a) of this paragraph existing concurrently with a condition of mild mental retardation, emotional disability or specific learning disability."

In addition, the Arizona Revised Statutes, ARS§ 15-761(18) notes " 'Multiple disabilities with severe sensory impairment' means multiple disabilities that include at least one of the following:

- (a) Severe visual impairment or severe hearing impairment in combination with another severe disability.
- (b) Severe visual impairment and severe hearing impairment."

Orthopedic Impairment

Arizona Revised Statutes (ARS) §15-761(19) states: " 'Orthopedic impairment' means one or more severe orthopedic impairments and includes those that are caused by congenital anomaly, disease and other causes, such as amputation or cerebral palsy, and that adversely affect a child's performance in the educational environment."

Other Health Impairments (OHI)

Arizona Revised Statutes (ARS) §15-761(20) state: " 'Other health impairments' means limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems which adversely affect a pupil's educational performance."

Additionally, in the implementing regulations for the Individuals with Disabilities Education Act (IDEA '97) Amendments, 34 CFR, § 300.7(c)(9), clarifies that "...the limited alertness with respect to the educational environment..."

- (i) "is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder,

- diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- (ii) adversely affects a child's educational performance."

Specific Learning Disability (SLD)

According to Arizona Revised Statutes (ARS) §15-761(33): " 'Specific learning disability':

(a) Means a specific learning disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

(b) Includes such conditions as perceptual disabilities, minimal brain dysfunction, dyslexia and aphasia.

(c) Does not include learning problems which are primarily the result of visual, hearing, motor or emotional disabilities, of mental retardation or of environmental, cultural or economic disadvantage."

Speech and Language Impairment (SLI)

Arizona Revised Statutes (ARS) § 15-761(34) states that a " 'Speech/language impairment' means a communication disorder such as stuttering, impaired articulation, severe language skills, or a voice impairment... to the extent that it calls attention to itself, it interferes with communication or causes a child to be maladjusted."

Traumatic Brain Injury (TBI)

Arizona Revised Statutes (ARS) §15-761(37) states: " 'Traumatic brain injury':

(a) Means an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance.

(b) Applies to open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. (a) Does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma."

Visual Impairment (VI)

The educational definition of Visual Impairment is contained in Arizona Revised Statutes ARS §15-761(38), which states: " 'Visual impairment' means a loss in visual acuity or a loss of visual field. . . that interferes with the child's performance in the educational environment and that requires the provision of special education and related services."



B. Types of Benchmarks or Indicators to Look for in School-Aged Children

School-age youngsters should be screened for potential disabilities in cognitive processing, emotional, social or behavioral domains, communication, motor coordination, as well as in vision and hearing.. All domains must be considered even if a student is advancing from grade to grade, regardless of age.

<u>Domain:</u>	<u>What to watch for:</u>
Vision	Holds printed materials very close or very far away Tilts head or squints when looking at print or distance objects Unable to see at distances peers can see Unable to locate objects on a table Rubs eyes, complains of headaches Eyes red, asymmetrical dilation, or other physical difference
Hearing	Unable to hear sounds others hear Does not respond to loud or voice range noises Repeated hits self on side of head Complains of ringing, buzzing Drops sounds out of words (doesn't pronounce s, c etc.) Speaks in very loud voice
Communication	Does not pronounce words completely or correctly Mistakes sounds: can not distinguish between pen and pin, get and got, ilk and elk Uses whole sentences when one word would suffice Uses only one or two words to communicate Unable to repeat directions Unable to follow multi-step directions Unable to talk about actions or behaviors
Academic/ Cognitive	Extreme difficulty learning to read, write or comprehend mathematical concepts Extreme difficulty understanding what is read or how to apply mathematics Difficulty understanding key content, moving from the concrete to the abstract reasoning Extreme difficulty with organizing self in time and space, understanding time Lack of memory for skills from day to day Lack of work completion
Social/ Emotional	Inability to develop positive relationships with peers or adults
Adaptive Behavior	Ritualistic or bizarre behaviors Extreme sadness or anxiety Extreme inattention/off task behaviors Lack of response to typical behavior interventions or discipline

	procedures	
Motor	Difficulty holding pencil, tying shoes or crossing mid point	
	Difficulty catching a ball, throwing a ball, or kicking a ball	
	Difficulty standing up or sitting down	
	Difficulty with walking, running, skipping or hopping	
	Weakness in arms or legs	
	Unable to bend at any natural joint (elbow, knee, waist)	etc.

C. Case Studies of School-Aged Children Identified for Special Education

Joan was a 4th grade student at a public school. When in class, Joan often exhibited anxiety, excessive fear and depression but these did not usually interfere with her teacher's classroom management. In fact, Joan consistently received good reports on her behavior. She was described as a sweet, quiet girl who never bothered anyone. Joan had abnormal mood swings and she consistently failed to initiate interaction with other students. In fact, Joan often retreated from exchanges of social interaction. Classroom transitions created problems for Joan. Joan seemed to have good days and bad days. She was performing below grade level in both math and reading and Joan's teacher was concerned that she was not achieving to her potential. Joan's mother referred Joan for a special education evaluation. Within fifteen days the school responded to the evaluation request. The school conducted an evaluation and found Joan eligible for special education services as a student with an emotional disability. Joan now has an individualized education program and she is having more success in school.

James was a new 9th grade student at Washington High School. Several of James's teachers noticed that James exhibited poor short-term memory, poor concentration, and poor organizational ability. James showed an inability to accept more than one- or two-step commands simultaneously. James seemed to be slow in speech, thought and taking action. James' P.E. teacher reported that James often had difficulty understanding where his limbs were in relation to his body. James complained of neck pain and dizziness. James had a noticeably impaired social capacity resulting in self-centered behavior in which both his empathy and his self-critical attitudes were almost nonexistent. James' parents reported to his home room teacher that he has not been the same since he was in a car accident the previous summer. When James' homeroom teacher reviewed his previous school records for the 45-day screening requirement, he noticed a remarkable drop in James' performance from the previous year. For this reason, he was referred for a special education evaluation and found eligible as a student with traumatic brain injury. James now has an individual education program and he is making great progress in school.

D. Sample Procedures for Initial Screening of School-aged Children

IDENTIFICATION: SCREENING

PURPOSE: To identify exceptional students new to our school

TIMELINE: Within 45 calendar days of entry

<u>STEP</u>	<u>ACTION</u>	<u>PERSON(S) RESPONSIBLE</u>
1	Notify screening coordinator of new student enrollment	School Secretary
2	Distribute 45-day screening form to teachers of Log indicating student name and date of entry	Screening Coord.
3	Complete 45-day screening form for all students new to the school or who have transferred from another school, but their former records have not been received within 45 calendar days of entry	Classroom teacher r School Designee
4	Indicate date screening form returned to you on the screening log	Screening Coord.
5	Evaluate screening form for each new student.	Screening Coord.
	<u>For those students with critical ratings:</u>	
	a. <u>academics</u> : follow-up with observation and collaboration with classroom teacher to determine student needs	
	b. <u>speech/language</u> : notify the speech language specialist	
	c. <u>social/emotional</u> : notify the school psychologist or behavior interventionist to follow up with an observation	
	<u>For those students with superior ratings:</u>	Screening Coord.
	a. <u>academics</u> : notify the gifted resource teacher or counselor	
	For those students with frequent absences due to health reasons, notify the school health aide.	
	For students with critical ratings in vision or hearing, notify the school psychologist.	
	Record any follow up action on the back of the screening form.	
6	Notify parents of screening results within 10 days	Screening Coord.

of date screened.

- | | | |
|---|--|--------------------|
| 7 | Return completed Screening Forms to the school's clerical office staff. | Screening Coord. |
| 8 | Complete student's permanent record card with screening information. File the Screening Form in the student's cumulative file. | Clerical Personnel |

E. Sample Screening Form for School-aged Children

(See sample screening form on next page.)

F. Sample Log to Document Child Find Process and Follow Up

(See sample log following the sample screening form)

STUDENT SCREENING REPORT

Name of Student		DOB	Student ID#
Date of Entry	Date of Screening	Teacher	Grade
<p style="text-align: center;">1. VISION</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Holds book too close or too far</p> <p><input type="checkbox"/> <input type="checkbox"/> Squints or has trouble seeing board</p> <p><input type="checkbox"/> <input type="checkbox"/> Has trouble with eyes</p> <p><input type="checkbox"/> <input type="checkbox"/> Has weak note taking skills</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>		<p style="text-align: center;">6. COMMUNICATION</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Has poor speech habits</p> <p><input type="checkbox"/> <input type="checkbox"/> Articulates poorly</p> <p><input type="checkbox"/> <input type="checkbox"/> Often stutters</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty expressing ideas</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>	
<p style="text-align: center;">2. SOCIAL or BEHAVIORAL</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Displays externalizing behaviors (fighting, assaulting, vandalizing)</p> <p><input type="checkbox"/> <input type="checkbox"/> Displays internalizing behaviors (fears, phobias, depression, withdrawn)</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty with unstructured environments or transitions between activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty developing or maintaining peer or adult relationships</p> <p><input type="checkbox"/> <input type="checkbox"/> Inappropriate types of behavior or feelings under normal circumstances</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>		<p style="text-align: center;">7. HEARING</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Does not respond to name, directions, or questions in class</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequently asks for information to be repeated or asks "What?"</p> <p><input type="checkbox"/> <input type="checkbox"/> Has significantly delayed language</p> <p><input type="checkbox"/> <input type="checkbox"/> Has frequent earaches</p> <p><input type="checkbox"/> <input type="checkbox"/> Seems not to pay attention</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>	
<p style="text-align: center;">3. MOTOR</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Has short attention span</p> <p><input type="checkbox"/> <input type="checkbox"/> Problems with gross motor development (clumsy or awkward)</p> <p><input type="checkbox"/> <input type="checkbox"/> Problems with fine motor skills (reaching, grasping, manipulation of objects)</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>		<p style="text-align: center;">8. OTHER CONSIDERATIONS</p> <p>Last grade attended: _____ Year attended: _____</p> <p>Last school attended: _____</p> <p>Significant discrepancy (level compared to last grade): Y N</p> <p>Date records requested: _____ Received: _____</p> <p>Date records reviewed: _____ Reviewer: _____</p> <p>History of special/adaptive or IEP education? Y N</p>	
<p style="text-align: center;">4. COGNITIVE or ACADEMIC</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Learns very slowly compared to peers</p> <p><input type="checkbox"/> <input type="checkbox"/> Attention problems (short attention span, focused on less relevant stimuli)</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in reading: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in writing: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Below grade level in math: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty acquiring, retaining, recalling or manipulating information</p> <p><input type="checkbox"/> <input type="checkbox"/> Other</p>		<p><u>ADMINISTRATIVE ACTION</u></p> <p><input type="checkbox"/> NO PROBLEM AT THIS TIME</p> <p><input type="checkbox"/> PROBLEM NOTED: Action Taken Below</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Current IEP/Special Education Records Received</p> <p><input type="checkbox"/> <input type="checkbox"/> Referred for student study team: Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Referred for 504 plan</p> <p><input type="checkbox"/> <input type="checkbox"/> Other:</p>	
<p style="text-align: center;">5. ADAPTIVE DEVELOPMENT</p> <p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor self care skills related to personal hygiene, dress, maintaining personal belongings</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor social skills related to working cooperatively with</p>		<p><u>Administrator's Signature and Date</u></p>	

peers, social perceptions, response to social cues, or socially acceptable language <input type="checkbox"/> <input type="checkbox"/> Poor ability to understand directions, communicate needs, and express ideas <input type="checkbox"/> <input type="checkbox"/> Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use <input type="checkbox"/> <input type="checkbox"/> Other	<p align="center">PRIMARY LANGUAGE ASSESSMENT</p> <p>If any of the following is other than English, a primary language assessment must be done.</p> <p>a) The language most spoken in the home is English/Spanish</p> <p>b) The language most spoken by the student is English/Spanish</p> <p>c) The child's first spoken language was English/Spanish</p> <p>Language proficiency review date: _____ Form: _____</p> <p>Primary language of instruction: English/Spanish</p>
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Procedures for Home-Schooled Children

1. The parent contacts the school district office in which the parent resides and asks to speak with the special education director. After the parent explains concerns regarding the child, the district will screen the child within 45 calendar days to determine if an evaluation might be necessary.
2. If the screening indicates an evaluation for special education eligibility seems necessary, the parent will participate as part of the multidisciplinary evaluation team (MET). If after the MET reviews existing data on the child and decides an evaluation is needed, the child will be evaluated within 60 calendar days of the date of written parental consent to evaluate.
3. If the eligibility determination process concludes that the child is eligible to receive special education services, the school district will offer to provide those services as long as the child enrolls in the district. Otherwise, those services available to private school children will be available to home-schooled children.

H. Procedures for Children Attending Private School

1. The special education director of the public school district in which the private school is located notifies the private school(s) of availability of special education services and who to contact if there are concerns about a child's progress in school.
2. The private school administrator contacts the special education director (for the district whose boundaries the private school is located) to express concerns about a child and requests to have the child screened for possible need of an evaluation for special education eligibility.
3. The public school district in which the private school is located screens the child within 45 calendar days of receipt of the concern.
4. If the screening confirms that the child may need an evaluation for special education eligibility, the school district may begin the evaluation process by convening a multidisciplinary evaluation team, including the parents; or contact the special education director of the school district in which the

parent resides to refer the child for consideration for an evaluation by that district of parental residence.

See Appendix 6 for answers to questions regarding provisions for children whose parents place them in a private school.

5. COMMUNITY COLLABORATION FOR AN EFFECTIVE CHILD FIND

A. Establish Community-Based Public Awareness

The purpose for the public awareness requirement in Arizona Administrative Code, R7-2-401 C. is:

- 1) to inform parents and the general public of special education services available so they can appropriately refer children and their families to the right service provider;
- 2) to help parents and the general public recognize and “identify” signs that indicate a child may have a developmental delay or disability by providing information on typical development and academic standards for school progress to use as a comparison for how a child is functioning; and
- 3) to clarify the criteria for eligibility for services and how early intervention and special education services can help a child benefit to reach his or her full potential.

Public awareness efforts can take a variety of forms, depending on the level of awareness the community already has. The first priority is to make certain that all parties involved in providing early intervention, preschool special education, or school-aged special education services have a clear understanding of: 1) eligibility criteria for both Part C and Part B services; 2) how to refer children; and 3) required procedures for the eligibility determination process.

The Child Find Intergovernmental Agreement is intended to create a more “seamless system” for identifying and serving children birth to five. To accomplish this, public education agencies and early intervention service providers need to combine their collective public awareness efforts in their community. Maintaining close communication is the key to successful collaboration. By working together, families and residents will have a more clear understanding of the message that “there are children who have special needs and the earlier these children receive help, the better chance they have to reach their full potential”.

B. Identify Potential “Referral Agents” to Become Partners for Child Find

1) Primary Sources Who Refer Families of Young Children to AzEIP:

Referral sources are the various places, organizations or persons that typically refer families to a service provider for assistance. They need to continually receive updated contact information and a supply of brochures, posters, etc. to remind staff to refer families to AzEIP. The following are primary referral sources that interface with families of young children and need public awareness on Child Find:

- a. hospitals, including prenatal and postnatal care facilities;
- b. physicians/clinics;
- c. parents/families;
- d. child care programs;
- e. public and private educational agencies;
- f. public health facilities;
- g. other social service agencies;
- h. other health care providers;
- i. faith-based organizations;
- j. family support organizations; and
- k. behavioral health agencies.

{Note: Public schools need to become one of the primary referral sources to AzEIP.}

- 2) Primary Referral Sources that Refer Preschoolers to School Districts:
 Half of preschool children go to daycare or preschools and the other half remain home with their parents. Parents and preschool staff notice concerns with development and refer children for screening or evaluation. Public awareness information needs to be continually marketed to parents, preschools and all of those agencies and organizations that interface with young children. These are some, but not all to consider:
- a. Parents/relatives;
 - b. Preschools/daycare centers/Head Start Programs;
 - c. Physicians/Healthcare providers;
 - d. Social Workers/DES/DDD support coordinators;
 - e. School nurses, school secretaries, bus drivers;
 - f. AzEIP Interim Service Coordinators (from participating state agencies).

{Note: AzEIP participating agencies need to become one of the top primary referral sources for preschool special education services.}

- 3) Primary Sources That “Find” and Refer School-aged Children:
 Although school staff may have some general information about the existence of special education services, it doesn’t mean they know how to appropriately refer a child or the eligibility criteria. All school-based staff are required to review the policies and procedures for child find on an annual basis. They need to receive an overview of the “red flags” for children who need to be screened, who to contact, and the required timelines for the eligibility determination process so they do not misinform others who may inquire:
- a. Teachers;
 - b. Parents/families;
 - c. School nurses, school secretaries, bus drivers;
 - d. Counselors, administrators;
 - e. Social workers;
 - f. Transfer of records from previous school;
 - g. Mental health professionals (support coordinators);
 - h. Secure care professionals (probation officers, instructors); and

- i. Private school staff.

6. MARKETING STRATEGIES TO “FIND” CHILDREN IN YOUR COMMUNITY

A. Why do we need to expand Child Find efforts?

Child Find is an on-going search for eligible children needing early intervention or special education services. Letting people know what types of developmental indicators are cause for concern and how to refer families to have their child screened is essential to sufficiently “search to serve” children with delays and disabilities. Both AzEIP and public schools need to use every resource available to inform the public of the availability of early intervention, preschool special education, and school-aged special education services. Networking with multiple local resource agencies, especially those who also serve children, will provide more potential referral agents from the community.

B. Who should be included as partners for Child Find public awareness?

The Arizona Early Intervention Program, school districts, and charter schools are required to reach out to their communities through public awareness activities for Child Find. Since communities vary greatly from area to area across the state, they might employ a variety of ways to encourage community support for informing parents of young children.

Sensitivity to cultural and linguistic issues during the Child Find process is crucial. Issues such as culture, language, religion, educational achievement and mobility of families in the community all need to be given consideration and appropriate accommodations.

Monies from foundations, grants, or other public agencies might be tapped to help fund these efforts. Local sports teams from all levels, local businesses, community patrons and philanthropic individuals or organization could be considered when developing Child Find strategies. Volunteer organizations such as the Lions or Rotary clubs could be contacted and encouraged to support public awareness activities. Since the basis of good Child Find is communication, collaborative efforts that revolve around social activities in the community, such as fairs and potlucks, can be great opportunities for planning with volunteers and agencies.

C. Where can we reach potential partners in the community?

Providing information at places and events where parents are frequently found make information more accessible to them. Locations proven more successful for reaching parents in the community are:

- Restaurants
- Day Care centers
- Stores

- Gas stations
- Offices
- Recreational centers
- Churches
- Clinics
- Community centers

D. When can community partners best be recruited

Combining local community events with Child Find activities can provide an opportunity to provide educational information and awareness regarding upcoming screenings and child fairs. Such events may include but are not limited to the following:

- Holiday events (festivals, fairs, boutiques)
- Fund-raisers (hospitals, schools, churches)
- Drawings (booths, displays, gifts)
- Cultural events (celebrations, seasonal events, craft fairs)
- Community picnics (athletic, employee events, recreational)
- Shows (cars, gems, crafts)
- Displays (galleries, collections, museums)
- Open house events (schools)
- Grand Openings at stores, resorts
- School activities (parent meetings, programs, organizations)

E. How can we get the attention of the broader community?

Materials that are easy to read, but have plenty of useful information, are more helpful resources for parents. These handouts provide them with ready references and phone numbers. Some helpful “tools” have been:

- Flyers
- Magnets
- Stickers
- Posters
- Brochures
- Door-knob hangers
- Bag stuffers

F. What other ways can be used to market Child Find information?

Advertisements on a larger scale are also effective methods to “get the word out”. While they can require more funding, some organizations or passionate folks are willing to underwrite the cost of these. Some sources for this may be:

- Newspapers
- Magazines
- District newsletters
- Faith-based bulletins
- Housing development packets
- Radio

- Television
- Bill boards
- Slogans on city buses
- City government
- Local utilities
- Theaters

Recent technological developments have allowed for the placement of information to be disseminated electronically. Some of the following are becoming more common:

- Web sites
- List-serves
- Internet providers

7. RESOURCES AVAILABLE FOR CHILD FIND IN ARIZONA

A. Hotlines

ADE/ Child Find Unit 1-800-352-4558
 DES/AzEIP Office 1-888-439-5609
 Children's Information Center 1-800-232-1676

B. Web Sites

Child Find <http://www.ade.az.gov/ess/childfind>
 DES/AzEIP <http://www.de.state.az.us/AzEIP> 3
 NICHCY <http://www.nichcy.org>
 Zero-to-Three <http://www.zerotothree.org>
 ADE/Exceptional Student Services <http://www.ade.az.gov/ess>
 NECTAC <http://www.nectac.org>
 Parent Information Network <http://www.ade.az.gov/ess/pinspals>

C. Publications Available through ADE/Exceptional Student Services:

Call 1-800-352-4558 or (602) 542-3852 to order one complimentary copy from the Child Find Unit . Items with an asterisk are available on the Child Find web site.

1. Brochures:

If you have concerns about your child's development or progress in school*
 A Checklist for Your Child's Growth*
 What Parents of Private or Home Schooled Children Need to know*

2. Posters:

Look for these changes in your growing child (developmental chart with giraffe)

3. Guidelines

Every Step Counts: How Your Child Develops from Birth to Five

4. Handouts

Disability-Related Information Sheets (Arizona disability fact sheets)
 Parent Support Groups, Community Resources, and Advocacy Organizations for Children with Disabilities in Arizona*

8. SOURCES FOR CHILD FIND REQUIREMENTS

Appendix 1	Part C, IDEA Child Find Regulations 34 CFR, §§ 303.320-321
Appendix 2	Part B, IDEA Child Find Regulations 34 CFR § 300.125
Appendix 3	ARS 15-771.G Permission for LEAs to Serve Children Below 3
Appendix 4	Arizona Administrative Code R7-2-401 E. 3 Evaluation Timelines
Appendix 5	Arizona Administrative Code R7-2-401 C-D
Appendix 6	What Parents of Home-Schooled Children Need to Know
Appendix 7	Child Find IGA (intergovernmental agreement)

APPENDIX 1 Part C, IDEA Child Find Regulations

Identification and Evaluation

Sec. 303.320 Public awareness program.

Each system must include a public awareness program that focuses on the early identification of children who are eligible to receive early intervention services under this part and includes the preparation and dissemination by the lead agency to all primary referral sources, especially hospitals and physicians, of materials for parents on the availability of early intervention services. The public awareness program must provide for informing the public about--

- (a) The State's early intervention program;
- (b) The child find system, including--
 - (1) The purpose and scope of the system;
 - (2) How to make referrals; and
 - (3) How to gain access to a comprehensive, multidisciplinary evaluation and other early intervention services; and
- (c) The central directory.

(Approved by the Office of Management and Budget under control number 1820-0550)

(Authority: 20 U.S.C. 1435(a)(6))

Note 1: An effective public awareness program is one that does the following:

- 1. Provides a continuous, ongoing effort that is in effect through the State, including rural areas;
- 2. Provides for the involvement of, and communication with, major organizations throughout the State that have a direct interest in this part, including public agencies at the State and local level, private providers, professional associations, parent groups, advocate associations, and other organizations;
- 3. Has coverage broad enough to reach the general public, including those who have disabilities; and
- 4. Includes a variety of methods for informing the public about the provisions of this part.

Note 2: Examples of methods for informing the general public about the provisions of this part include:

- (1) Use of television, radio, and newspaper releases,**
- (2) pamphlets and posters displayed in doctors**
- offices, hospitals, and other appropriate locations, and**
- (3) the use of a toll-free telephone service.**

[58 FR 40959, July 30, 1993, as amended at 63 FR 18295, Apr. 14, 1998]

Sec. 303.321 Comprehensive child find system.

(a) General.

- (1) Each system must include a comprehensive child find system that is consistent with part B of the Act (see 34 CFR 300.128), and meets the requirements of paragraphs (b) through (e) of this section.
- (2) The lead agency, with the advice and assistance of the Council, shall be responsible for implementing the child find system.

(b) Procedures. The child find system must include the policies and procedures that the State will follow to ensure that--

- (1) All infants and toddlers in the State who are eligible for services under this part are identified, located, and evaluated; and

(2) An effective method is developed and implemented to determine which children are receiving needed early intervention services.

(c) Coordination.

(1) The lead agency, with the assistance of the Council, shall ensure that the child find system under this part is coordinated with all other major efforts to locate and identify children conducted by other State agencies responsible for administering the various education, health, and social service programs relevant to this part, tribes and tribal organizations that receive payments under this part, and other tribes and tribal organizations as appropriate, Including efforts in the--

(I) Program authorized under part B of the Act;

(ii) Maternal and Child Health program under title V of the Social Security Act;

(iii) Early Periodic Screening, Diagnosis and Treatment (EPSDT) program under title XIX of the Social Security Act;

(iv) Developmental Disabilities Assistance and Bill of Rights Act;

(v) Head Start Act; and

(vi) Supplemental Security Income program under title XVI of the Social Security Act.

(2) The lead agency, with the advice and assistance of the Council, shall take steps to ensure that--

(i) There will not be unnecessary duplication of effort by the various agencies involved in the State's child find system under this part; and

(ii) The State will make use of the resources available through each public agency in the State to implement the child find system in an effective manner.

(d) Referral procedures.

(1) The child find system must include procedures for use by primary referral sources for referring a child to the appropriate public agency within the system for--

(i) Evaluation and assessment, in accordance with Secs. 303.322 and 303.323; or

(ii) As appropriate, the provision of services, in accordance with Sec. 303.342(a) or Sec. 303.345.

(2) The procedures required in paragraph (b)(1) of this section must--

(i) Provide for an effective method of making referrals by primary referral sources;

(ii) Ensure that referrals are made no more than two working days after a child has been identified; and

(iii) Include procedures for determining the extent to which primary referral sources, especially hospitals and physicians, disseminate the information, as described in Sec. 303.320, prepared by the lead agency on the availability of early intervention services to parents of infants and toddlers with disabilities.

(3) As used in paragraph (d)(1) of this section, primary referral sources includes--

(i) Hospitals, including prenatal and postnatal care facilities;

(ii) Physicians;

(iii) Parents;

(iv) Day care programs;

(v) Local educational agencies;

(vi) Public health facilities;

(vii) Other social service agencies; and

(viii) Other health care providers.

(e) Timelines for public agencies to act on referrals.

(1) Once the public agency receives a referral, it shall appoint a service coordinator as soon as possible.

(2) Within 45 days after it receives a referral, the public agency shall--

(i) Complete the evaluation and assessment activities in Sec. 303.322; and (ii) Hold an IFSP meeting, in accordance with Sec. 303.342.

APPENDIX 2 Part B, IDEA Child Find Regulations 34CFR, § 300-125

- (a) General requirement.
 - (1) The State must have in effect policies and procedures to ensure that-
 - (i) All children with disabilities residing in the State, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
 - (2) The requirements of paragraph (a)(1) of this section apply to-
 - (i) Highly mobile children with disabilities (such as migrant and homeless children); and
 - (ii) Children who are suspected of being a child with a disability under Sec. 300.7 and in need of special education, even though they are advancing from grade to grade.
- (b) Documents relating to child find. The State must have on file with the Secretary the policies and procedures described in paragraph (a) of this section, including-
 - (1) The name of the State agency (if other than the SEA) responsible for coordinating the planning and implementation of the policies and procedures under paragraph (a) of this section;
 - (2) The name of each agency that participates in the planning and implementation of the child find activities and a description of the nature and extent of its participation;
 - (3) A description of how the policies and procedures under paragraph (a) of this section will be monitored to ensure that the SEA obtains-
 - (i) The number of children with disabilities within each disability category that have been identified, located, and evaluated; and
 - (ii) Information adequate to evaluate the effectiveness of those policies and procedures; and
 - (4) A description of the method the State uses to determine which children are currently receiving special education and related services.
- c. Child find for children from birth through age 2 when the SEA and lead agency for Part C program are different.**
 - (1) In States where the SEA and State's lead agency for the Part C program are different and the Part C lead agency will be participating in the child find activities described in paragraph (a) of this section a description of the nature and extent of the Part C lead agency's participation must be included under paragraph (b)(2) of this section.
 - (2) With the SEA's agreement, the Part C lead agency's participation may include the actual implementation of child find activities for infants and toddlers with disabilities.

- (3) The use of an interagency agreement or other mechanism for providing for the Part C lead agency's participation does not alter or diminish the responsibility of the SEA to ensure compliance with the requirements of this section.
- (d) Construction. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability listed in §300.7 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.
- (e) Confidentiality of child find data. The collection and use of data to meet the requirements of this section are subject to the confidentiality requirements of §§300.560-300.577.

APPENDIX 3 ARS 15-771.G Permission for LEAs to provide preschool special education services to children under 3; beginning at 2 years, 9 months

- G. For purposes of this section, "preschool child" means a child who is at least three years of age but who has not reached the age required for kindergarten. A preschool child is three years of age as of the date of the child's third birthday. **The governing board of a school district may admit otherwise eligible children who are within ninety days of their third birthday, if it is determined to be in the best interest of the individual child.** Children who are admitted to programs for preschool children prior to their third birthday are entitled to the same provision of services as if they were three years of age.

APPENDIX 4 Az. Administrative Code R7-2-401 E.3 Clarification of evaluation timelines for public education agencies

- E.3. The initial evaluation of a child being considered for special education shall be completed as soon as possible, but shall not 60 calendar days from receipt of informed written consent. If the public agency initiates the evaluation, the 60-day period shall commence with the date of receipt of informed written consent and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.
If the parent requests the evaluation and the MET concurs, the 60-day period shall commence with the date that the written parental request was received by the public agency and shall conclude with the date of the MET determination of eligibility.

APPENDIX 5 State Rules Regarding Child Find Responsibilities

ARIZONA ADMINISTRATIVE CODE R7-2-401 C.-D.

C. Public Awareness':

1. Each public agency shall inform the general public and all parents, within the public agency's boundaries of responsibility, of the availability of special education services for students aged three through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.
2. Each public agency is responsible for public awareness within their enrolled population (including the families of enrolled students).
3. School districts are responsible for public awareness in private schools located within their geographical boundaries.

D. Child Identification and Referral

1. Each public agency shall establish, implement, and disseminate to its school-based personnel and all parents, within the public agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities, aged birth through 21, including children with disabilities attending private schools, regardless of the severity of their disability.
2. Each public agency will require all school-based staff to review the written procedures related to child identification and referral on an annual basis. The public agency shall maintain documentation of staff review.
3. Procedures for child identification and referral shall meet the requirements of the IDEA and regulations, Title 15, Chapter 7, Article 4 and these rules.
4. The public agency responsible for child identification activities is the school district in which the parents reside unless:
 - a. The student is enrolled in a charter school or public agency that is not a school district. In that event, the charter school or public agency is responsible for child identification activities;
 - b. The student is enrolled in a private school. In that event, the school district within whose boundaries the private school is located is responsible for child identification activities.
5. Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of each kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification to the public agency by parents of concerns regarding developmental or educational progress by their child aged three years through 21 years.
6. Screening procedures shall include vision and hearing status and consideration of the following areas: cognitive or academic, communication, motor, social or behavioral, and adaptive development. Screening does not include detailed individualized comprehensive evaluation procedures.
7. For a student transferring into a school; the public agency shall review enrollment data and educational performance in the prior school. If there is a history of special

education for a student not currently eligible for special education, or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.

8. If a concern about a student is identified through screening procedures or through a review of records, the public agency shall notify the parents of the student of the concern within 10 school days and inform them of the public agency procedures to follow-up on the student's needs.
9. Each public agency shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents made pursuant to paragraph C. (5)(b), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.
10. If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request an evaluation of the student. If the parent of an identified student enrolled in a private school does not reside within the school district boundaries, the parent, with the assistance of the school district, shall notify the district in which the parents reside of the needs of the student and the residence school district will assume responsibility follow-up.
11. If, after consultation with the parent, the responsible public agency determines that a full and individual evaluation is not warranted, the public agency shall provide Prior Written Notice and Procedural Safeguards Notice to the parent within 60 Calendar days.

APPENDIX 6 - Special Education: What Parents of Private or Home Schooled Children Need to Know

Question 1: What do I do if I think my child may have a disability?

- The school district in which you live is required to help you answer this question. Call the district special education office and explain your concerns. The district will:
- Screen your child to determine if there is a need for more extensive assessment, and, if necessary;
- Evaluate your child for a possible disability and the need for special education services.

Question 2: Do I have a “say” in any part of the evaluation?

- Yes, you will be a member of the team that collects and considers all of the information about your child and makes the eligibility decision. You will be asked to provide information about your child (such as medical records or your observations). The school must obtain your informed consent before administering any individualized tests to your child.

Question 3: What happens if my child is eligible for special education?

That depends upon you.

- If there is a possibility that you will enroll your child in the public school, you and the school will develop an individualized education program (IEP) that identifies the specific services your child would receive in school. You would then decide if you want to enroll your child and have him/her receive those services;
- If you are not interested in enrolling your child in the public school but you are interested in some special services for your child, you and the school can develop a plan that identifies the services the school is prepared to provide to your child;
- If you are not interested in any further assistance from the school, you are not obligated to have your child participate in any way.

Question 4: What does the public school have to do for children with disabilities who are enrolled in private or home schools?

The major activities school districts must do are:

- Engage in child find activities in order to locate, identify and evaluate private/home schooled children with disabilities;
- Expend a proportionate amount of federal IDEA funds on services to private/home schooled children with disabilities;
- In consultation with representatives of private/home schooled children with disabilities, determine what services will be offered;
- Develop service plans for those children who have been selected to receive services;
- Provide services according to those service plans up to the proportional amount of expenditures.

Question 5: What rights do I have as a parent of a private/home school child with a disability?

- The children with disabilities (and their families) who are enrolled in private/home schools;
- Have a right to services by personnel having the same qualifications as students enrolled in the public school;
- Have a right to file complaints or request a due process hearing in the areas of child identification and evaluation but do not have a right to file complaints or request a due process hearing in the other areas of IDEA such as service provision;
- Do not have an individual entitlement to a free appropriate public education or any particular service even if other private/home-schooled students are receiving those services.

Question 6: Where can I get more information about special education?

- First, talk with the county school superintendent and your local school district special education director as they have specific information about services in your location.
- Next, visit the Arizona Department of Education (ADE) website at www.ade.az.gov/ess and explore the information listed there. Of particular interest are the links to the ADE/ESS pages entitled “Enhancing Arizona’s Parent Networks” and “Parent Information Network”.
- If you need additional information or have a specific concern, contact the ADE/ESS office at (602) 542-4013.



State of Arizona

This Intergovernmental Agreement is entered into pursuant to Arizona Revised Statutes A.R.S. 11-952 et seq. between the State Board of Education (BOARD), acting through the Arizona Department of Education (DEPARTMENT), a State Agency of the State of Arizona, and the Arizona Department of Economic Security (hereinafter referred to as DES), a State Agency of the State of Arizona.

The BOARD and the DES agree to the following terms:

- 1.0 The BOARD is authorized to enter into this Intergovernmental Agreement (IGA) by A.R.S. § 15-203(B)(1) and 8-652 and the DES is authorized to enter into this IGA by virtue of A.R.S. § 8-652.
- 2.0 This Agreement shall become effective upon signing by both parties and shall remain in effect through June 30, 2004. As specified in Section 7.0, Oversight Responsibility, DES oversees the execution of this IGA within Arizona Early Intervention Program (AzEIP) participating agencies and the Department oversees the execution of this IGA by Public Education Agencies. This IGA does not alter or diminish either the Department's or DES/AzEIP's responsibilities to ensure compliance with Child Find requirements. In the event that either party fails to meet the obligations set forth in this IGA, the parties shall engage administrative channels to resolve issues of noncompliance. Should either party elect to terminate or cancel this IGA, the party shall notify the other in writing one month prior to the proposed termination of this IGA.
- 3.0 Purpose of the Agreement
 - 3.1 To ensure that all children aged birth through five with developmental delays or disabilities are located, identified and evaluated according to 34 CFR, §§300.125, and 303.321 of the Individuals with Disabilities Education Act (IDEA) 1997, Parts C and B and Arizona Administrative Code (A.A.C.), R7-2-401 C-D.
 - 3.2 To ensure families' rights to entitled services and to delineate responsibilities of each agency in implementing child find requirements, establishing uniformity statewide that will provide for coordination of a seamless system for identifying and serving children ages birth through five with developmental delays or disabilities according to the IDEA, Parts B and C (20 USC §1431 et seq.; 34 CFR, §303 et seq.) and the AAC R7-2-401.C-D.
 - 3.3 To clarify oversight responsibilities of the DEPARTMENT to ensure child find requirements are being met by both Public Education Agencies (PEAs) and AzEIP.
- 4.0 Definitions

- 4.1 Arizona Early Intervention Program (AzEIP) is the comprehensive, coordinated system of early intervention services implemented through the collaborative activities of five AzEIP participating agencies and their contractors. AzEIP is the total effort in Arizona that is directed at finding, assessing and meeting the needs of children eligible under IDEA, Part C and their families.
- 4.2 AzEIP Eligibility Process includes formal and informal procedures for screening, assessment and evaluation of a child aged birth through 2 years to document and support an eligibility determination within 45 days of referral to AzEIP. A child with an established condition may be determined eligible based on documentation of the established condition by a qualified professional.
- 4.3 AzEIP Participating Agencies are the five state agencies responsible for providing early intervention services under Part C. The five participating state agencies are: Arizona Department of Economic Security, Arizona State Schools for the Deaf and the Blind, Arizona Department of Health Services, Arizona Health Care Cost Containment System, and Arizona Department of Education.
- 4.4 Child Find refers to requirements in IDEA 34 CFR, §300.125, “The State must have in effect policies and procedures to ensure that all children with disabilities residing in the state, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated...” and in A.A.C. R7-2-401.C.1 “Each public agency shall inform the general public and all parents... of the availability of special education services for students aged three through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.”
- 4.5 Department of Economic Security (DES) is the state agency designated in ARS §8-652 as the lead agency for implementing Part C of the Individuals with Disabilities Education Act (IDEA).
- 4.6 Department of Economic Security, Arizona Early Intervention Program (DES/AzEIP) is the office within DES responsible for fulfilling all lead agency responsibilities as described in Part C of IDEA for early intervention services for children birth through two years old and their families.
- 4.7 Developmental Tracking is the periodic, developmental screening available to families who have been referred to AzEIP, but are not eligible for AzEIP. The purpose of developmental tracking is to determine if the status of the infant or toddler has changed with respect to potential eligibility for AzEIP. If developmental tracking indicates that the child's status may have changed and the family would like to explore eligibility for AzEIP, the interim service coordinator recognizes this as a referral subject to AzEIP policies, procedures and requirements, including those set forth in this intergovernmental agreement.
- 4.8 District of Residence is the elementary district (K-8th grades) or unified district (K-12) in which the child's parents reside. The district of residence ensures child

find for children aged birth through five and service provision for eligible children aged 3 through 5 years.

- 4.9 Extended School Year (ESY) refers to special education and related services that are provided to a child with a disability beyond the normal school year of the public agency; in accordance with the child's IEP; and at no cost to the parents of the child; and meets the standards of the Department. Eligibility in an ESY program shall be determined by the IEP team based on the following criteria: (1) regression-recoupment factors; (2) critical learning stages; (3) least restrictive environment considerations; (4) teacher and parent interviews and recommendations; (5) data-based observations of the pupil; (6) considerations of the pupil's previous history; and (7) parental skills and abilities.
- 4.10 Free Appropriate Public Education (FAPE) is the provision of special education services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the State Education Agency (SEA), (c) include preschool, elementary school and/or secondary school education in the State; and (d) are provided in conformity with the individualized education program (IEP) that meets the requirements of 34CFR §§300.340-300.350.
- 4.11 Identification is the process of determining if a child has a suspected developmental delay or disability and includes screening of vision, hearing, cognition, motor skills, social/emotional skills, speech/language, and adaptive development.
- 4.12 Individualized Education Program (IEP) In accordance with 34 CFR, §300.340, "IEP means a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.341-300.350 by a team of which includes: the parents, one regular education teacher, one special education teacher ... or special education provider, a representative of the public agency..., an individual who can interpret the instructional implications of evaluation results., ... other individuals who have knowledge or special expertise regarding the child, and if appropriate, the child in accordance with 34 CFR,§300.343".
- 4.13 Individualized Family Service Plan (IFSP) is a written plan developed by a multidisciplinary team, including the parent or guardian, which includes statements of: a) the child's present levels of development; b) with the concurrence of the family, the family's priorities, resources and concerns related to enhancing the development of the child; c) the major outcomes expected; d) the specific early intervention services necessary and the method and environments of service provision; e) the projected dates of service; f) the name of the service coordinator and g) the transition plan.
- 4.14 Initial Referral is the first time a child is referred to AzEIP or a PEA for the purpose of determining if s/he is eligible as a child with a developmental delay or disability and who might require early intervention or preschool special education services.
- 4.15 Interim service coordination is the process of accessing AzEIP, including intake, evaluation and assessment, eligibility determination and, if appropriate, transition to

service coordination for the development of the initial Individualized Family Service Plan (IFSP).

- 4.16 Interim service coordinator is any individual employed or contracted by DES/AzEIP or any AzEIP participating agency to facilitate the process of accessing AzEIP. Interim service coordinators employed or contracted by AzEIP participating agencies may have different titles.
- 4.17 Public Education Agency (PEA) means a school district, charter school, accommodation school, state supported institution or other political subdivision of the state that is responsible for providing education to children with disabilities.
- 4.18 Multidisciplinary as defined in 34 CFR, §303.17 means the involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including evaluation and assessment activities in §303.322 and development of the IFSP in § 303.342.
- 4.19 Multidisciplinary Evaluation Team is a team of persons including individuals described as the IEP team referenced in 4.12 and other qualified professionals who shall determine if a child is eligible for preschool special education services.
- 4.20 Parental Consent is informed consent provided by a parent, guardian or surrogate parent as appropriate under law.
- 4.21 Part B Eligibility Criteria for Preschool Special Education Services in accordance to ARS Title 15:

Hearing Impairment means a loss of hearing acuity, as determined by evaluation pursuant to ARS §15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services;

Preschool Moderate Delay means performance by a preschool child on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:

- (a) Cognitive development.
- (b) Physical development.
- (c) Communication development.
- (d) Social or emotional development.
- (e) Adaptive development.

Preschool Severe Delay means performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:

- (a) Cognitive development.
- (b) Physical development.
- (c) Communication development.
- (d) Social or emotional development.
- (e) Adaptive development.

Preschool Speech/Language Delay means performance by a preschool child on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child.

Visual Impairment means a loss in visual acuity or a loss of visual field as determined by evaluation pursuant to ARS §15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.

- 4.22 Part C Eligibility Criteria for Early Intervention Services: The State of Arizona defines as eligible a child between birth and 36 months of age, who is developmentally delayed or who has an established condition that has a high probability of resulting in a developmental delay. A child from birth to 36 months of age will be considered to exhibit developmental delay when that child has not reached 50 per cent of the developmental milestones expected at his/her chronological age, in one or more of the following domains: (1) physical: fine and/or gross motor/sensory (includes vision and/or hearing); (2) cognitive; (3) language/communication; (4) social or emotional or (5) adaptive (self-help). Established conditions that have a high probability of developmental delay include, but are not limited to: chromosomal abnormalities; metabolic disorders; hydrocephalus; neural tube defects (e.g. spina bifida); intraventricular hemorrhage, grade 3 or 4; periventricular leukomalacia; cerebral palsy; significant auditory impairment; significant visual impairment; failure to thrive, and; severe attachment disorders. The state's definition of "eligible child" does not include children who are at risk of having substantial delays if early intervention services are not provided.
- 4.23 Screening refers to informal and formal procedures to identify concerns in a child's development that may indicate the need for an evaluation to determine eligibility for Part C or Part B services. Screening may include observations, family interviews, review of medical or developmental records, or administration of specific screening instruments.
- 4.24 Tracking refers to documentation of the major steps conducted during the process of identifying if a child is eligible to receive early intervention or preschool special education services.

5.0 Child Find Policies and Procedures

- 5.1 Both DES/AzEIP and the Department ensure that standard policies and procedures for child find requirements have been established and disseminated to all agencies participating in early intervention and preschool special education services for children birth to five with developmental delays or disabilities. All service providers, PEAs and subsequent contractors providing early intervention and special education services under Parts C and B will be required to review and adhere to these child find policies and procedures.
- 5.2 Public Awareness for Child Find

DES/AzEIP and the Department will continue to provide annual financial support for publishing and disseminating the *Every Step Counts* or comparable products. The Department and DES/AzEIP will collaborate in developing additional products targeted to specific audiences, including the general public and families for whom written English is not a preferred mode of communication, using a mutually agreed upon dissemination plan.

DES/AzEIP and the Department agree to collaborate by supporting development and provision of training for staff of medical facilities and other primary referral sources including families. Educational materials and strategies will describe: 1) the purpose and availability of early intervention and preschool special education services; 2) the procedures for referral to AzEIP or preschool special education, and; (3) criteria for eligibility.

DES/AzEIP and the Department agree to finance, develop and provide annual training for AzEIP service providers and PEA staff regarding: 1) the protocol for the child identification process for children birth to five; 2) public awareness obligations; and 3) best practices for child find efforts to ensure all children ages birth to five with delays or disabilities are located, identified, and evaluated. DES/AzEIP and the Department will each develop and maintain a web site to facilitate referral of families to local AzEIP and preschool special education services throughout the state. Links to other relevant sites will be included to assist parents in acquiring other family supports they may need.

DES/AzEIP and the Department agree to develop a technical assistance document on requirements and best practices for implementing child find. At a minimum, the document will address: public awareness, referrals, screening, assessment/evaluation, eligibility criteria for Parts B and C, and tracking of the identification process. This document will be the foundation for training AzEIP service providers and PEA staff in joint sessions so their combined efforts form a seamless system to serve eligible children aged birth through five.

6.0 Child Identification Procedures- Initial Referrals/Assessments/Evaluations

6.1 Mutual responsibilities

Part C and Part B are mutually obligated to identify eligible children as early as possible even when service provision may be provided by the other agency. Although timelines for eligibility determination for Parts B and C differ, each agency is charged with the responsibility of avoiding unnecessary duplication in screening and evaluation so that the child identification system is seamless. Therefore, AzEIP eligibility information must be considered by the district of residence in the Part B evaluation process.

AzEIP is required to determine eligibility for Part C services, and conduct the IFSP meeting within 45 calendar days from referral. Therefore, the PEA shall expedite the eligibility determination process by notifying the AzEIP interim service coordinator within two working days of receipt of a concern regarding a child aged birth through

two years, using the *Arizona's Child Find Tracking Form* and maintaining a copy of the tracking form for monitoring purposes.

The district of residence is required to determine eligibility for Part B services, conduct an IEP meeting and ensure the provision of FAPE no later than the child's 3rd birthday. Districts are permitted, but not required, to provide services at 2 years, 9 months under Part B. As required under Part B of IDEA and the Arizona Administrative Code, the district of residence shall respond to referrals for evaluation in a timely manner regardless of the school calendar. This may include screening, evaluation, determination of eligibility, development of an IEP, and provision of services according to the IEP. For each child, consideration of the need for Extended School Year services must be addressed in the child's IEP, including consideration of all criteria defined in 4.9 Extended School Year.

6.2 Use of Arizona's Child Find Tracking Form

The Department and DES/AzEIP require PEAs and AzEIP interim service coordinators to use the *Arizona's Child Find Tracking Form*, a state standardized form, to track referrals of children from PEAs to AzEIP interim service coordinators and vice versa. PEAs and AzEIP are required to use the tracking form to communicate referral information, track the status of a referral and to ensure appropriate oversight by the DES/AzEIP and the Department. The tracking form is not intended to be used by physicians, families or other referral sources, who may use other forms to initiate referrals.

6.3 For Children Aged Birth to 2 Yrs. 9 Mos. Referred from the PEA to AzEIP

When AzEIP interim service coordinators receive an initial referral from a PEA for a child aged birth to 2 Yrs. 9 months, AzEIP will initiate the AzEIP eligibility determination process and will notify the referring PEA by faxing the *Arizona's Child Find Tracking Form* within 30 calendar days of receipt of the initial referral, maintaining a copy of the tracking form for monitoring purposes.

If the PEA has not received notification from AzEIP on the status of the referral within 30 calendar days of the referral to AzEIP, the PEA will contact the local AzEIP interim service coordinator to determine the status of the referral. If the eligibility determination process has been delayed, the PEA must complete the Alert portion of the *Arizona's Child Find Tracking Form* and fax a copy to the Department within two working days. The Department will contact DES/AzEIP to ensure the eligibility determination process is being expedited to meet state timelines. If an Alert has been filed, the AzEIP interim service coordinator must notify the parents, PEA, DES/AzEIP and the Department when the eligibility determination process has been completed. The AzEIP interim service coordinator shall maintain a copy of the tracking form for monitoring purposes.

6.4 For Children Aged 2 Yrs. 6 Mos. – 2 Yr. 9 Mos. Referred from the PEA to AzEIP

While AzEIP retains the responsibility for evaluation and services for this age group, the district of residence should participate in the eligibility determination process due to the district's responsibility to provide FAPE no later than age three. This participation will reduce the potential for duplicative evaluation efforts and will enhance the district's capacity to prepare for and serve the child in a timely manner. Districts that exercise the state option of serving children with disabilities at 2 years and 9 months shall participate in the eligibility determination process for children in this age group.

Children aged 2 yrs 6 mos. – 2 Yrs. 9 Mos. will be referred to AzEIP interim service coordinators. If an evaluation is needed, AzEIP staff will notify the district of residence in order to facilitate their participation in the evaluation process.

If the PEA has not received notification from AzEIP on the status of the referral within 30 calendar days of the initial referral to AzEIP, the PEA will contact the local AzEIP interim service coordinator to determine the status of the referral. If the eligibility determination process has been delayed, the PEA must complete the Alert portion of the *Arizona's Child Find Tracking Form* and fax a copy to the Department within two working days. The Department will contact DES/AzEIP to ensure the eligibility determination process is being expedited. If an Alert has been filed, the AzEIP interim service coordinator must notify the parents, PEA, DES/AzEIP and the Department when the eligibility determination process has been completed. The AzEIP interim service coordinator shall maintain a copy of the tracking form for monitoring purposes.

6.5 For Children Aged 2 Yrs. 9 Mos. – 3 Yrs.

For an eligible child between the ages of 2 yrs. 9 mos. – 3 years, entry into school district services is imminent, however the child remains eligible for consideration for Part C services. Therefore, regardless of which agency (AzEIP or PEA) receives the initial referral, that agency is obligated to explain to the parents the eligibility determination processes and the service delivery systems under both Part B and Part C. Following that explanation, the parents may elect to initiate the eligibility determination process under either Part B or Part C or both.

If the parents elect to exercise the eligibility determination process under the other system, the agency in contact with the parents will follow the referral processes outlined in 6.3 or 6.6, including follow-up by the referring agency to ascertain whether the eligibility determination process has been expedited. If the parents elect to have their child's eligibility considered under both systems, the agency in contact with the parent will notify the other system of the desire of parents and will facilitate joint assessment of the child's eligibility for services.

If a child in this age range is found eligible for Part B services, the school district shall participate in the development of an IFSP or IEP that ensures FAPE, including consideration for ESY, by the child's 3rd birthday.

If the PEA in contact with the parent is not responsible for Part C or preschool Part B services (e.g. a charter school or union high school district), that PEA is responsible

for explaining the eligibility determination processes and the service delivery systems under both Part B and Part C to the parents., Based on the parent's choice, the PEA shall notify either the Part C and Part B responsible agency or both agencies using the *Arizona's Child Find Tracking Form* within two working days of the receipt of concern from a parent. If the family elects to initiate the eligibility determination process under both Part B and Part C, the district of residence will facilitate joint assessment of the child's eligibility for services.

6.6 For Children Ages 3 – 5 Referred to the District of Residence

Upon receipt of a parent's concern regarding their child's development, the district of residence is required to screen and/or evaluate the child within the state prescribed timelines.

Upon receipt of a concern regarding the child's development or a request for an evaluation from parents of a child ages 3-5, AzEIP, charter schools and union high schools will refer parents to the district of residence for a screening or evaluation. They will use the *Arizona's Child Find Tracking Form* and fax it to the district of residence within two working days of the date of initial referral. The district of residence will conduct a screening and/or evaluation and notify the referring agency within 30 calendar days of receipt of the initial referral. If the district of residence has not contacted the referring agency within 30 calendar days of the initial referral, the referring agency shall contact the district to determine the status of the referral.

If the district has not initiated the eligibility determination process, the referring agency will complete the Alert portion of the *Arizona's Child Find Tracking Form* and fax it to the Department within two working days. The Department will ensure the screening and/or evaluation (if parental consent has been obtained) is in process and being expedited to meet state timelines. If an Alert has been filed, the district of residence must notify the Department, the parents and referring agency when the screening or evaluation has been completed.

6.7 Charter School and Union High School District Child Find Responsibilities for Children Ages Birth - 5

For children aged birth through 5, charter schools and union high school districts are required to provide public awareness for child find and make referrals to AzEIP or the district of residence for screening, evaluation, and provision of services. Charter schools and union high school districts will complete the *Arizona's Child Find Tracking Form* to make initial referrals to AzEIP and/or the district of residence within two working days of receipt of a concern. If AzEIP or the district of residence has not contacted the referring agency within 30 calendar days of the initial referral, the referring agency will contact AzEIP or the district of residence to determine if the eligibility determination is in process.

If AzEIP or the district of residence has not initiated the eligibility determination process, the charter school staff or union high school district staff will complete the Alert portion of the *Arizona's Child Find Tracking Form* and fax a copy to the Department within two working days. The Department will ensure the eligibility

determination process is in process and being expedited to meet state timelines. If an Alert has been filed, AzEIP or the district of residence must notify the parents, the referring agency, and Department when the screening or evaluation has been completed. AzEIP or the district of residence shall maintain a copy of the tracking form for monitoring purposes.

7.0 Oversight Responsibility

- 7.1 DES/AzEIP oversees the five AzEIP participating state agencies and the network of early intervention service providers to ensure adherence to the requirements of IDEA, Part C and AzEIP policies and procedures, including the provisions in this agreement. If the provisions herein are not followed as set forth, the Department is not absolved of its obligation to ensure child find procedures are implemented according to IDEA.

In the event that the Department fails to meet the obligations set forth in this IGA, the DES/AzEIP shall engage administrative channels to resolve issues of noncompliance.

- 7.2 The Department reserves the authority for oversight of all public education agencies regarding all agreements designated herein under the auspices of the Department. This includes, but is not limited to, conducting compliance monitoring for the IDEA and its implementing regulations, to ensure they are adhering to policies and procedures, as well as the provisions herein this Agreement.

In the event that DES/AzEIP fails to meet the obligations set forth in this IGA, the Department shall engage administrative channels to resolve issues of noncompliance.

- 8.0 This Agreement shall be construed under the laws of the State of Arizona. All laws governing an Intergovernmental Agreement and those mandatory State Agency contract provisions required by statute, rule or executive order shall be incorporated by reference.

- 8.1 With regard to discrimination because of race, age, color, religion, sex, national origin, or handicap, the Department agrees to comply with the applicable provisions of:

- 8.1.1 Title IX of the Education Act of 1972,
- 8.1.2 Sections 503 and 504 of the Rehabilitation Act of 1973,
- 8.1.3 Civil Rights Act of 1964, as amended,
- 8.1.4 Americans with Disabilities Act, 42 U.S.C. 12101 et. seq.,
- 8.1.5 Presidential Executive Order 11246, as amended by Executive Order 11375, and as supplemented in Department of Labor regulations (42 CFR Part 60), and
- 8.1.6 Governor's Executive Order 99-4 .

- 9.0 This Agreement may only be modified in writing and must be signed by both parties or their duly authorized agents.

- 10.0 All written communications shall be addressed and mailed or personally served upon the parties as follows:

To the DES:

Arizona Department of Economic Security
1717 West Jefferson Street
Phoenix, AZ 85007

Technical Contact:
DES/AzEIP Executive Director

To the BOARD:

Arizona Department of Education
Contracts Management Unit
1535 West Jefferson Street, # 37
Phoenix, AZ 85007

Technical Contact:
Child Find Coordinator
Exceptional Student Services

- 11.0 Disputes arising under this agreement shall be subject to arbitration to the extent required by A.R.S. 12-1518.

Dated this _____ day of _____, 2002

State Board of Education acting through the Arizona Department of Education
(Department)

(Signature of Authorized Individual)

Jaime A. Molera, Superintendent of Public Instruction

(Typed Name and Title)

Dated this _____ day of _____, 2002

Arizona Department of Economic Security

(Signature of Authorized Individual)

John L. Clayton, Director